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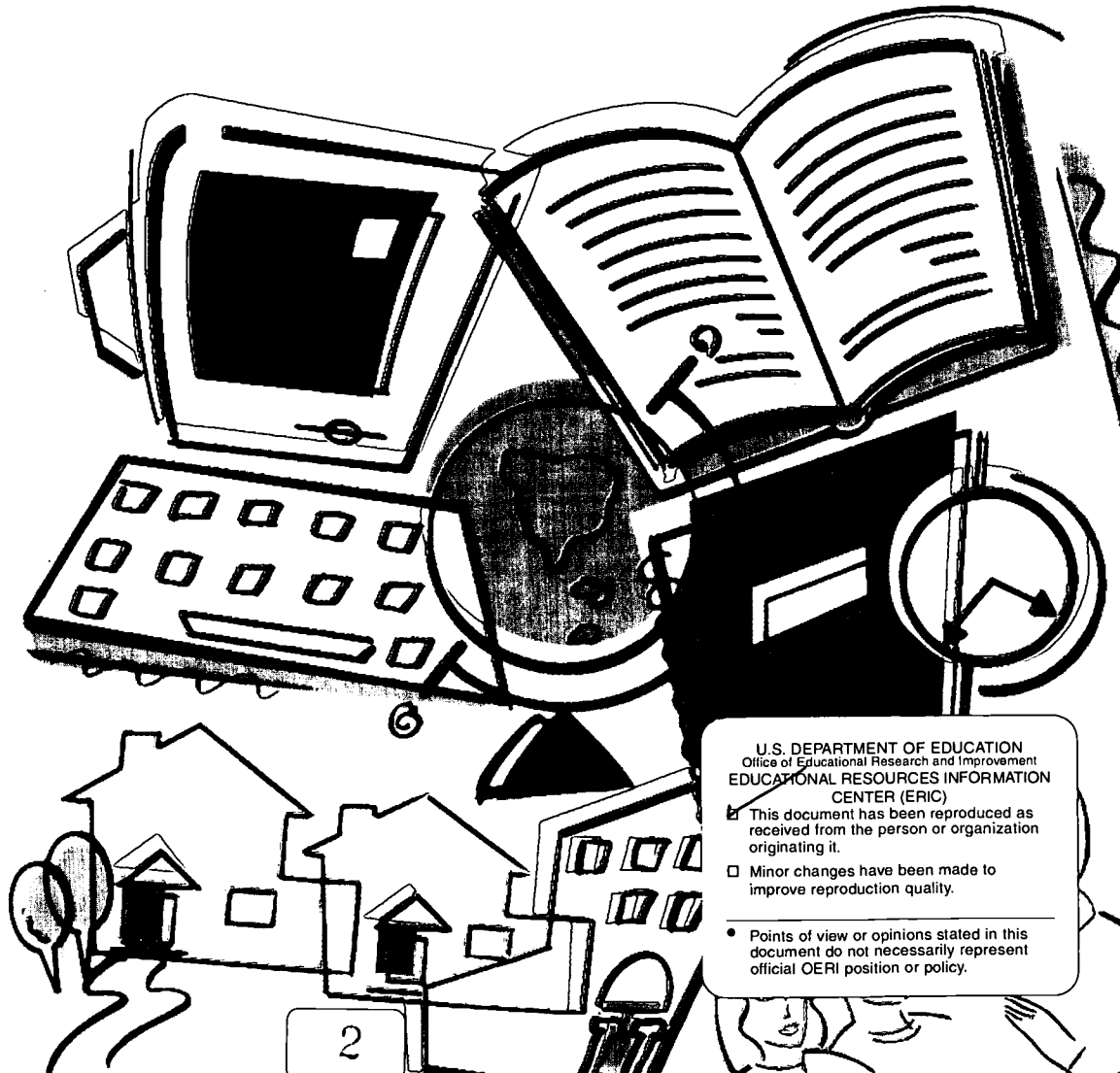
ABSTRACT

The 1994 reauthorization of the Elementary and Secondary Education Act (ESEA) challenges states and districts to upgrade schools that serve disadvantaged students. This guide highlights effective methods and useful resources for planning schoolwide programs and for measuring their success. Section 1 explains schoolwide programs and their goals, benefits, essential elements, processes, guiding principles, and practices. Section 2 offers a brief overview of the schoolwide planning process, including elements stipulated by federal law, and emphasizes fund availability. Section 3 is a step-by-step plan for schoolwide program change, while Section 4 describes various types of technical assistance made available by ESEA. Section 5 addresses accountability issues and use of student and school data to improve school programs. Appendices include a list of 12 Planning Tools presented in table format and an extensive annotated resource list. Lists of contributing schools, districts, education agencies, and technical assistance providers are included. (Contains 50 references.) (MKW)

Implementing Schoolwide Programs

VOLUME I

An Idea Book on Planning



AN IDEA BOOK

U.S. DEPARTMENT OF EDUCATION

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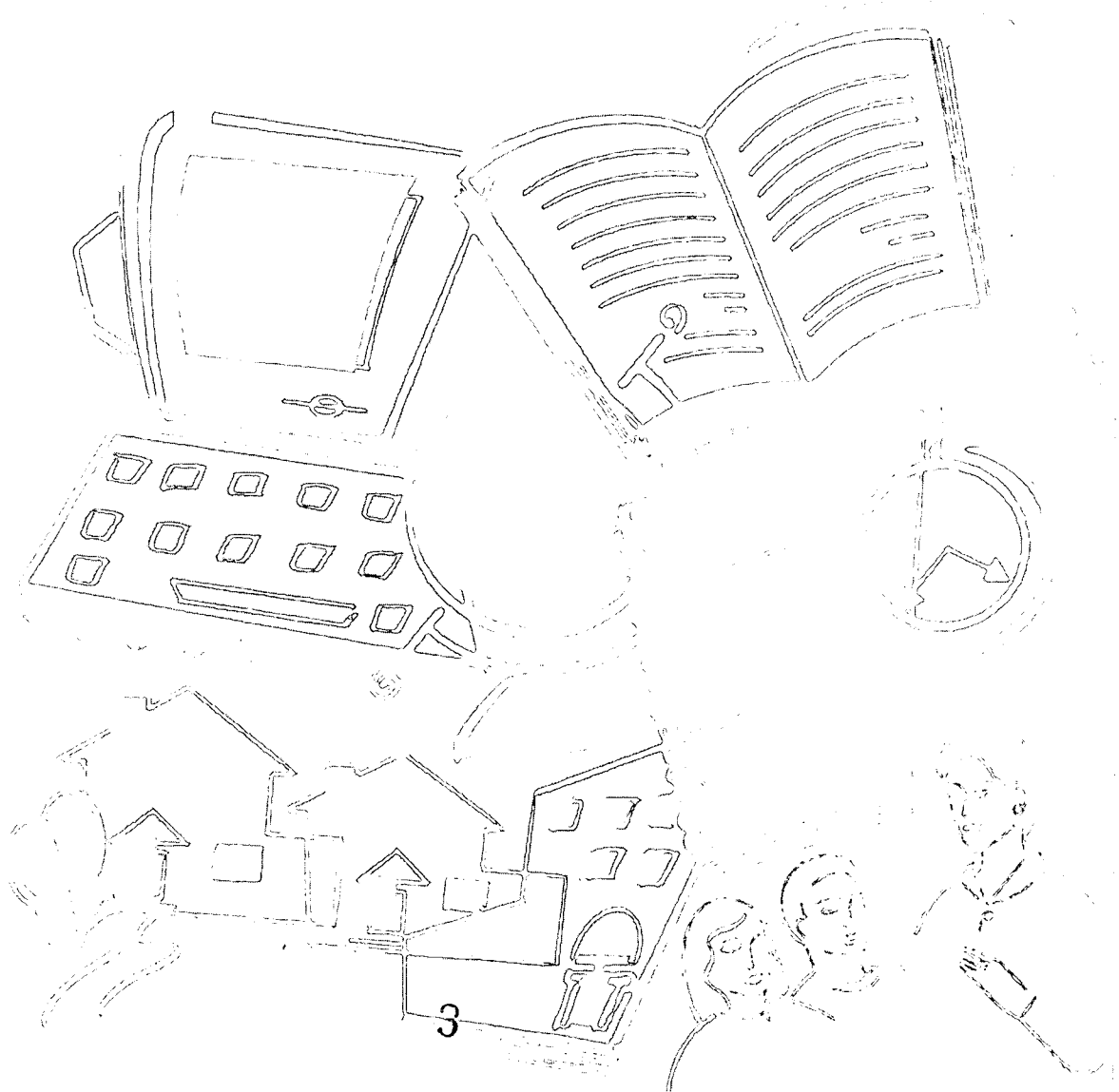

AN IDEA BOOK

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UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

September 16, 1998

Dear Educators:

The 1994 Title I reauthorization of the Elementary and Secondary Education Act paved the way for extraordinary efforts to improve student achievement in our nation's poorest schools. This reauthorization made schoolwide programs more widely available by extending schoolwide program eligibility to Title I schools that serve at least 50 percent of students from low-income families and by increasing the flexibility of using federal education resources with local and state resources. Through innovative and comprehensive schoolwide programs, Title I is helping every child, including those most at risk of failing, to meet higher educational standards.

This Idea Book, Volume I of a two-volume set, focuses on the issues of schoolwide program planning and combining resources. It contains many examples from various schools that illustrate the issues discussed. Thorough assessment of needs and schoolwide planning are essential for comprehensively upgrading the effectiveness of a school. Two appendices in Volume I provide tools for planning schoolwide programs and extensive information about print, video, and Internet resources available to planners.

I encourage you to draw upon the guidance in this handbook and the successes of the profiled schools to improve your schools and to help all children, including our lowest achieving students, achieve challenging standards.

Yours sincerely,

Richard W. Riley

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Acknowledgments

Implementing Schoolwide Programs is part of a series of Idea Books, developed and disseminated under the auspices of the U.S. Department of Education. The Idea Book series is designed to help schools and communities work together to strengthen education so that all students achieve challenging academic standards. *Volume I: An Idea Book on Planning* highlights effective methods and useful resources for planning schoolwide programs; its companion, *Volume II: Profiles of Promising Schoolwide Program Practices*, provides detailed examples of how eight schools were conducting their schoolwide programs in 1998.

In completing this Idea Book, we benefited greatly from the ideas and insights of numerous teachers, principals, state and local agency representatives, and technical assistance providers. These and other educators generously answered our questions, described their experiences, and directed us to other outstanding examples of schoolwide programs. We are grateful to all of these individuals for their time and commitment. The names and addresses of the schools included in this volume are provided at its conclusion, as are the names of the school districts, technical assistance providers, and schools that contributed information during the research phase of this study. We extend our appreciation to individuals in these schools and organizations and to the many other unnamed school-based practitioners and district and state educators who so willingly assisted this effort.

We wish to express special appreciation for the help we received throughout the project from our talented PSA colleagues. Stacy Allen, Janie Funkhouser, Kate Kelliher, Ullik Rouk, and Katie Rusnak were the primary researchers and writers; Mary Leighton, David Kauffman, Ben Lagueruela, and Kim Thomas prepared this volume for publication.

At the U.S. Department of Education, Wendy Jo New and Joanne Bogart provided valuable support and advice throughout all stages of this project.

Questions about schoolwide programs may be directed to the U.S. Department of Education, Compensatory Education Programs, 400 Maryland Avenue, SW, Washington, DC 20202, (202) 260-0826.

Ellen Pechman, Study Director
Policy Studies Associates, Inc.
Washington, DC
August 1998

Contents

Introduction

The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are a societal good... a moral imperative, and improve the life of every individual... The purpose of this title is to enable schools to provide opportunities for children served... to meet the challenging state performance standards developed for all children.

U.S. Congress, 1994

Schoolwide programs have the flexibility and resources to undertake much-needed school reforms.

Schoolwide programs address the educational needs of children living in impoverished communities with comprehensive strategies for improving the whole school so every student achieves high levels of academic proficiency. The 1994 reauthorization of the Elementary and Secondary Education Act (ESEA) through the Improving America's Schools Act (IASA) challenges states and districts to upgrade schools that serve disadvantaged students. As a result of the reauthorization, schoolwide programs have the flexibility and resources to undertake much-needed whole school reforms. Schoolwide programs are not new, but the 1994 reauthorization creates new opportunities for school professionals to use multiple program and funding sources to transform teaching and learning for every child, especially for those at greatest risk of school failure.

Schoolwide programs have great latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services or separately track federal dollars. Instead, schoolwide programs can use all allocated funds to increase the amount and quality of learning time. In this way, they can embrace a high-quality curriculum, according to a comprehensive plan that ensures children meet the state's challenging academic standards.

In response to IASA, states are revamping traditional curricula to meet more ambitious standards. Teachers are renewing and enhancing their professional skills according to plans that they define and in programs they may lead. Instructional practices based on current research are stimulating higher-quality teaching and learning. Technology is bringing the world outside of school into classrooms, providing students with tools for testing and demonstrating their thinking in new ways. Narrowly conceived multiple-choice tests for measuring academic progress are being replaced by a combination of traditional and open-ended assessments. These assessments challenge students to demonstrate what they know and can do in new ways, through student-written books, research studies, and computer-based mathematical and scientific models. Community mentors become involved in supporting students' transition from school to work. As part of schoolwide programs, schools create comprehensive improvement plans that show how every student benefits from these resources.

Schoolwide programs are not entirely new under IASA. Since 1978, they have been an option for high-poverty schools that received federal funds under Title I of ESEA. However, the 1994 reauthorization made the schoolwide option more widely available by extending eligibility to schools that serve at least 50 percent low-income students. In addition, the amended legislation permitted schools and districts to augment state and local reforms by combining funds from federal education programs for which they were eligible. It also increased the number of middle and high schools that

are served under Title I and consequently could qualify for the schoolwide option.

HOW TO USE THIS IDEA BOOK

Implementing Schoolwide Programs is a two-volume Idea Book developed and disseminated under the auspices of the U.S. Department of Education. Here in *Volume I: An Idea Book on Planning*, we highlight effective methods and useful resources for planning schoolwide programs and for measuring their success in a cycle of continuous improvement. The companion, *Volume II: Profiles of Promising Schoolwide Program Practices,* provides detailed examples from schoolwide programs at eight schools in 1998. The purposes of these Idea Books on schoolwide programs are to suggest ways in which schools can take advantage of the new opportunities available under ESEA for schools serving high concentrations of poor students and to help educators realize that they have far greater latitude in developing their schoolwide programs than many have recognized. Too often, new schoolwide programs have not been implemented as intended—that is, with meaningful planning procedures and efforts to track progress of the entire school. These resources are designed to help schools and communities work together to strengthen education so that students achieve challenging academic standards.

The schools selected as resources for both volumes of this Idea Book demonstrated the following qualities: (1) a record of improving student performance; (2) cohesive planning; (3) a comprehensive, standards-based curriculum; (4) highly qualified staff who were committed to building a culture of learning; and (5) family, school, and community partnerships that helped to sustain the school's academic achievements. The selected schools serve ethnically and socioeconomically diverse communities across this country. Many have been recognized by the U.S. Department of Education's Blue Ribbon Schools Program or by the National School Recognition Programs.

Through interviews with principals, federal programs coordinators, and teachers in schools with comprehensive plans and evidence of initial program success, we examined the various paths schoolwide teams take as they move through the conceptualization and planning stages. In addition, we reviewed research on comprehensive school reform, looking most closely at planning strategies, leadership initiatives, and academic programs that promote long-term improvement in student achievement. Finally, numerous resources are available in print, on Web sites, and on commercial videotape that illustrate how schools can implement comprehensive reform collaboratively with parents, their children, and community representatives. Many of these are listed at the end of this volume.

Section I of this volume explains what schoolwide programs are; it describes the goals and benefits of the option, essential elements and processes, guiding principles and practices of good schoolwides, and the state and district role in schoolwide programs. Section II offers a brief overview of the schoolwide planning process. It covers the major elements of schoolwide plans that are stipulated by federal law and pays special attention to the combination of funds available to schoolwide programs, a key part of the planning process. Section III explores in depth the steps involved in planning schoolwide program change: (1) establishing a planning team, (2) conducting a comprehensive needs assessment, (3) clarifying needs and identifying research-based strategies, (4) setting schoolwide program goals, (5) writing the plan, and (6) finalizing the plan. Section IV describes high-quality technical assistance and support that is available to help plan schoolwide programs. Section V addresses accountability issues and ways in which data about student achievement and school progress can be used to continuously improve schoolwide programs and practices.

Learning as a Schoolwide Community

City View Elementary School, Worcester, MA

think about this...

When district coordinator John Corcoran invited a City View Elementary School team to learn about becoming a schoolwide program, principal Donald Shea saw the advantages immediately: A schoolwide program is designed for "all the students in our school [who are] at risk, so we can use [our federal] funds to benefit all of them." The school enrolls 650 students in grades K-6. Fifty percent of the students are Hispanic, 43 percent are white, 5 percent are African American, and 2 percent are Asian. Approximately 61 percent come from low-income families.

Although innovation was not new to City View, thinking comprehensively about whole school reform was. Initially cautious, teachers liked the idea of designing a program to fit their students needs. During all of 1993, City View staff, parents, and community members visited other exemplary schools, examined data about their school, and surveyed stakeholder groups. Poring over the results at the large conference table in their faculty workroom, they overhauled the school's approach to programming.

The resulting plan focuses on building literacy, experience-based learning, and a safe and nurturing environment. The academic programs, written by teachers to reflect the state curriculum frameworks, encourage students to use reading, writing, and math to approach problems creatively, independently, and cooperatively. According to the faculty's plan, the staff believes that "decision making, problem solving, and effective communication are at the heart of the curriculum. Children...learn in the styles that work best for them [and] take time to think and develop the confidence to try new things."

Teachers combine several research-based instructional models to support curriculum change in all content areas, before, during, and after school—even in the summer. Nationally researched programs that City View adopted include *Reading Recovery; Dimensions of Learning*, a cross-disciplinary thinking skills development program; *A World of Difference*, a national prejudice-reduction and diversity awareness program; and the computer-based *Higher Order Thinking Skills* (HOTS) program, which promotes critical thinking. Teachers also use research on best teaching practices to design their own programs. One of these, Project D.R.E.A.M. (Developing Reading Excellence and Mathematics) uses team teaching in literature and math to encourage critical thinking skills and parent/student sharing.

The schoolwide program creates flexible staffing patterns. Experienced faculty facilitators provide in-class reading, math, and science support and serve as mentors to colleagues. Five teachers serve as part-time reading teachers, and a Spanish language teacher helps students in the K-6 bilingual program. Teachers also lead staff development programs. City View is a professional development school for a local teachers' college. New faculty members have mentors, and seasoned professionals conduct training at school and at state and national meetings.

Parents participate in planning and daily decision making. The school keeps them informed through notices, newsletters, conferences with teachers, and telephone calls. A parent compact defines school and home responsibilities to promote children's learning. The community contributes to City View by funding special programs and providing mentors and tutors. A local health service offers programs for students and a biotechnology research organization supplements classroom science materials and gives hands-on science lessons to upper grade students.

Section I

What Are Schoolwide Programs?

The challenge is on states, schools, and communities to transform teaching and learning in America. The kinds of schools that were merely dreamed of in the recent past are in clear view for the future and are already being realized in many communities and across the nation.

U.S. Department of Education, 1996, p. 1

GOALS OF THE SCHOOLWIDE PROGRAM OPTION

The 1994 reauthorization of ESEA gave schools serving low-income students greater flexibility to systematically assess the whole school's educational needs and design schoolwide solutions. Schools enrolling 60 percent of low-income students in the first year of the law's implementation and 50 percent thereafter were allowed to combine federal, state, and local funding in new ways. The reauthorizing legislation, IASA, is founded on a strong base of research on high-poverty communities that shows all children can master challenging academic content and complex problem-solving skills, given the benefit of highly qualified professional teachers and the time to meet the challenge. However, research also demonstrates that the goal of academic success for all students requires special support that comes when resources, practices, and procedures are coordinated across an entire school.

Through schoolwide programs in elementary and secondary schools, ESEA encourages educators to embrace innovative, research-based ideas about good education and to reach out to students with the greatest needs. To support these changes, ESEA shifted from an emphasis on keeping categorical federal programs and funds separate to an approach that encourages combining federal, state, and local funding streams. The goal of pooling resources more effectively is to allow schools to better serve their poorest students by coordinating academic efforts with professional development activities, parent and community involvement, school safety initiatives, drug abuse prevention, and health initiatives. For example, schools can pool resources from federal education programs, including the Goals 2000: Educate America Act, the School-to-Work Opportunities Act, the Carl D. Perkins Vocational and Applied Technology Education Act, and the Individuals with Disabilities Education Act, among others, with state and local resources to increase the impact of any single funding stream. It is up to teachers, administrators, parents, and communities working together to find the best way for their school to combine available resources and use them effectively.

GOALS OF SCHOOLWIDE EDUCATION REFORM

- Challenging standards for all students
- Resources targeted to students with the greatest academic needs, in amounts sufficient to make a difference
- A focus on teaching and learning, with components aligned and working together to help every student meet the standards
- Partnerships among families, communities, and schools to support student attainment of high standards
- Administrative flexibility to stimulate school-based initiatives, coupled with accountability for student performance

U.S. Department of Education
September 1997

U.S. DEPARTMENT OF EDUCATION

WHAT DO SCHOOLWIDES LOOK LIKE? ESSENTIAL ELEMENTS AND PROCESSES

Well-implemented schoolwide programs appear in every type of community in every region across the nation, but no two schoolwides look exactly alike.[1] In general, however, most:

- Combine a variety of resources and use them to enhance teaching and learning during the regular school day and in afterschool, evening, and summer "extended-time" programs
- Use improved curriculum and materials, inquiry-based teaching strategies, problem-solving approaches, and technology to create rich learning opportunities for all students
- Offer intensive and sustained professional development to inform teachers, administrators, and other professional and paraprofessional staff about how lessons learned through research can improve teaching
- Meet the complex personal and learning needs of the students through coordinated health, human, and community services
- Use school-based decision making to design and implement site-specific strategies
- Make parents and other community members full partners in learning by involving them in planning, problem solving, and conveying a consistent message of support and high expectations. Parents also sign a "compact"—a written commitment—with the school that specifies their roles in helping children learn at home, endorsing teachers' high expectations, and helping to make the school a safe and caring place for learning
- Collect, analyze, and use data to monitor progress continuously and to improve teaching and learning

A Note About Eligibility

Eligibility for the Title I schoolwide option is determined by the poverty level of the population that a school serves. A school's poverty level is determined by local education agencies (LEAs) according to one or more indicators, including the number of children who are:

- Poor and between the ages of 5 and 17, as counted in the most recent census data
- Eligible for free or reduced-price meals under the National School Lunch Act

"By becoming a Schoolwide program, we do not target a specific group of children; instead we assist the struggling students by strengthening the entire school."

Jack Spatola, Principal
P.S. 172
Brooklyn, NY

[1] Schoolwide programs occur in both elementary and secondary schools. Issues specific to schoolwide programs in secondary schools are discussed in more detail in Section II.

- Living in families receiving assistance under Temporary Assistance to Needy Families
- Eligible to receive medical assistance under the Medicaid program

To determine eligibility for a schoolwide program, an LEA may use a poverty measure different from the one(s) used to identify and rank school attendance areas for general Title I eligibility and allocations. States or districts can seek waivers of the poverty threshold if they can demonstrate that a schoolwide approach is appropriate for schools with lower poverty levels.

The U.S. Department of Education encourages districts to contact its Office of Compensatory Education Programs, (202) 260-0826, to obtain information about waiver provisions before making formal submissions. Often it is not necessary for schools to seek a waiver to use their funds flexibly.

Improving Program Coordination Through Waiver Authority

Principal Larry Hicok and his staff at Rudd, Rockford, Marble Rock Elementary in Rockford, Iowa, sought a waiver of the poverty eligibility requirements to improve coordination of the services that their school could offer. Although the 30-percent poverty level at the school exceeds the state's average and is still growing, it ranks below the established threshold for schoolwides. In its application, the school indicated its plan to provide intensive assistance within the classroom by flexibly grouping students at their instructional level on a skill and concept basis. After documenting the community demographics, the school's planning process, and its comprehensive plan, the team justified its waiver request as follows: "The research we're reading is telling us that identifying kids and pulling them away from their regular peers for instruction doesn't work.... Most kids at some time in their elementary school years need intensive assistance for some skills, but not for all skills. The waiver allows us to do this."

Common Characteristics of Effective Schoolwide Programs

Today's most successful schoolwide programs are comprehensive. Well-planned schoolwide programs reflect the vision and philosophy of the whole school: students, faculty, families, and the surrounding community. These schoolwides address the educational priorities that a school-based team has identified and then use an array of information—including school profiles, surveys, student assessments, interviews, and examples of student work—to decide which models or activities to implement. Decisions are based on data about student needs and achievements, which establish a link between student needs, school standards, and instruction.

Schoolwides focus on revamping curricula in several subject areas. Although many curriculum reforms emphasize reading and math, other promising programs support changes in all academic subjects, including writing, language arts, history, math, and science. Many new curricula

stress critical thinking, problem solving, and study skills; others are grade-specific but can be used by specialist teachers and paraprofessionals within regular classrooms at any grade with special populations, such as those who have disabilities or limited proficiency in English.

Research shows that both areas of emphasis—comprehensiveness and specific curriculum improvement—can succeed if they incorporate the following common features:[2]

- A basis in the best research on learning and teaching
- Well-defined, distinctive goals and appropriate organizational arrangements
- Systematic methods for evaluating outcomes against rigorous standards
- Collaboration among practitioners and researchers at the school and district levels to develop and implement the program
- An array of teaching and assessment practices that are proven to work with high-poverty students
- Wide latitude for teachers to improve the school and classroom climate
- Involvement of the family and community as full partners in decision making, mentoring of students, and whole-family learning experiences such as family math or science

In addition, four especially important qualities of schoolwide programs were highlighted in the second-year report of *Special Strategies for Educating Disadvantaged Children*, a national study of 10 research-based strategies for improving schools that serve high-poverty children (Stringfield et al., 1997a):

- Collaboration between the school and district: The district gives sites autonomy in matters of management, program, and budget. At the same time, the district provides the support and funding needed to sustain the program through the initial reorganization.
- Strong leadership: The principal acts as a strong manager and instructional leader who shares with an experienced and committed staff a vision that is empathetic to students' needs and embraces diverse cultures and community traditions.
- A comprehensive, focused academic program: The school provides a focused academic program, approved by the school community, that is grounded in a comprehensive, research-based framework with a proven record of success.

[2] For more information on the characteristics of successful education models, see syntheses by Fashola and Slavin (1998) and Herman and Stringfield (1997) at the Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University; and by Wang, Haertel, and Walberg (1997) at the Mid-Atlantic Laboratory for Student Success (LSS), Temple University.

- Highly qualified professionals: Resources are invested in professional development, smaller classes, and materials and equipment—especially technology—that enhance teaching.

"No Excuses" is a common theme. According to researchers at the Charles A. Dana Center (CDC) at the University of Texas/Austin, a philosophy of "no excuses" prevails in successful schoolwide programs. After studying the highest-performing schoolwides in Texas, CDC determined that no single formula, prescription, or model was responsible for success. In fact, schools' designs had more differences than similarities. The main shared characteristic was a commitment to seeing that students achieved their fullest potential. The programs focused on academics and established expectations for achievement that were high and unfaltering; everyone believed in their abilities and in those of their students. Faculty and staff worked diligently and collaboratively. They set challenging goals and were ready to take whatever steps were necessary to see that students achieved them (Charles Dana Center, 1997).

Finally, accountability and a process for continuous improvement are important characteristics of effective schoolwide programs. Because all students are expected to achieve the high standards measured by states' and districts' assessment systems, the entire staff of a schoolwide program is collectively responsible for ensuring that students meet their goals. By giving students access to timely, effective extra instruction whenever they fail to master any of the required standards, and by offering parents opportunities to collaborate with teachers and school officials in planning and decision making, schoolwide programs make stakeholders accountable for students' success.

In keeping with the emphasis on accountability, strong schoolwide programs continually monitor their efforts to refine and improve the essential elements described above. Ideally, schoolwides assess both students' achievement of standards *and* the school's progress toward the goals of the schoolwide program. Assessment tools should include a variety of measurements that are aligned with standards and curricula. School staff should use these measures routinely in classrooms and schoolwides to diagnose needs, verify progress, and identify new learning and teaching opportunities. Possible measurement tools include in-class, teacher- or team-constructed tests; student tasks and performances; portfolios; experiments; and standardized multiple-choice, short-answer, or performance-based options (Darling-Hammond, Ancess, & Falk, 1995; Johnson, 1996). Issues and strategies for collecting, analyzing, and using data for continuous improvement are described in greater depth in Section V.

"Becoming a schoolwide program focused us. We had to step back and take a hard look at what was going on at the school so we could improve."

Jean Burke
Title I teacher and administrator
Kenton Elementary School
Aurora, CO

BENEFITS OF SCHOOLWIDE PROGRAMS

Schoolwide programs allow Title I schools with high concentrations of low-income students to redesign their total education program rather than merely adding on services for students identified as especially at risk. In this way, schoolwides can reduce divisions among education programs, teaching staffs, and groups of students within a single school. Four major advantages schoolwide programs offer are (U.S. Department of Education, September 1997):

- **Flexibility:** Schools serving high-poverty communities are encouraged to redesign their education program comprehensively. Decisions are made at the school, in consultation with the district, and by representative groups of administrators, staff, parents, and community members. School site teams can flexibly address the needs of their students by combining resources. The whole school bears the responsibility for every child's success, instead of limiting that responsibility to either a program or an individual.

- **Coordination and Integration:** Planning brings teachers and support staff together and enhances working conditions for many educators. Schoolwide programs reduce curricular and instructional fragmentation, giving teachers new opportunities to enrich instruction and accelerate learning for all students.

- **Accountability:** Accountability is clear and coordinated. All students are responsible for achieving the same high standards. There are no separate assessments of designated groups of students. Students who experience difficulty mastering any of the required standards are provided timely, effective additional instructional assistance. The school keeps parents informed of the achievement of individual students.

- **Unified Goals:** Schoolwide programs bring parents and the community together behind the total effort, as participants, planners, and decision makers.

Two decades of research have shown that carefully planned comprehensive educational programs, adequately assisted by school and district administrators, can offer disadvantaged children an enriched curriculum, significant improvement in their problem-solving and thinking skills, and high-caliber teaching.[3] Schoolwide programs refrain from "thinking about kids in a fragmented, categorical way," observes Brian McNulty, Colorado's assistant commissioner for the Office of Special Services. "Our premise is that everyone is responsible for the success of all kids. That's the cornerstone of what we're all about." Thus, schoolwide programs reject any arbitrary separation of one individual or a group for "special" work; students

[3] Charles A. Dana Center, 1997; Klein, Medrich, & Perez-Ferreiro, 1997; Pechman & Fiester, 1996; Slavin, Karweit, & Madden, 1989; Stringfield et al., 1997a and 1997b; Wong, Sunderman, & Lee, 1996 all include comprehensive summaries of research and references.

"The biggest transition is that we've gone from viewing kids in a fragmented, categorical way to looking at whole students for all the different ways they learn in school.... [W]hen kids are assigned to a categorical program, then the responsibility for success is assigned to the program. The rest of the school—consciously or unconsciously—views the student as 'LEP,' 'Title I,' or 'migrant,' meaning that those programs are somehow responsible for that kid's success.... Unless you fix the whole day for kids, it just doesn't work."

Brian McNulty
Assistant Commissioner
Colorado Department of Education

are free of labels. These programs rarely pull underachieving children out of classrooms for special services or label them as low achievers; instead, students remain in classrooms where their regular teachers, working together with specialists, strive to reverse continuing failure and to help them achieve the same high academic standards as their peers. Within the framework of the school day, teachers can focus and coordinate instructional activities across content areas and student activities (Pechman & Fiester, 1996). Moreover, a school that becomes a schoolwide program can adopt instructional approaches, strategies, and programs that have promising track records for comprehensive curricular, instructional, and school organizational improvements (Fashola & Slavin, 1998).

The schoolwide option has other significant benefits. First, because almost all federal education funds used in schoolwide programs may be used to improve the entire school, these funds can leverage other resources and opportunities. Second, the schoolwide process requires each school to design its own improvement approach, based on an in-depth assessment of local needs and strengths. This process ensures that schools seek out the most appropriate models for change and reshape their curriculum, instruction, and organization to best serve their unique students and community stakeholders. It also can build communication and collaboration within the school community.

Guiding Principles and Practices of Good Schoolwide Programs

A schoolwide program's most important obligation is to give every student a high-quality curriculum and learning experience, structured according to a plan that enables students to meet their state's challenging academic standards. Research shows that successful school reformers, including those involved in schoolwide programs, use certain guiding principles and practices to turn these goals into reality:[4]

1. **Strong leadership enhances the prospect of successful reform.**

   The Narragansett School in Gorham, Maine, created the position of Teacher Scholar to give teachers more opportunities for formal leadership within the building. Every year, one teacher takes a sabbatical from the classroom to provide full-time staff development assistance to other teachers and paraprofessionals. Meanwhile, other teachers serve as team leaders and staff development chairpersons.

2. **Reform goals should be based on a shared vision that includes the active support of a range of stakeholders.**

   Silvio O. Conte Community School in Pittsfield, Massachusetts, appointed faculty, parent, and community members to committees to

[4] Adapted, with permission and some additions, from New England Comprehensive Center, Region I, and Southeast Comprehensive Center, Region V, "Promoting and Managing Change in Schools," an institute presented at the Improving American Schools Conference, Washington, D.C., December 1997. See also *Fitting the Pieces: Studies of Education Reform* (Klein, Medrich, & Perez-Ferreiro, 1997).

study and formulate action plans for each major reform initiative. Committees identified attainable goals for each initiative and kept staff informed of their plans through biweekly staff meetings and by sharing committee minutes.

3. **School reform takes time and involves risk.**

Changing tradition is never easy, as planners at Newman Crossing Elementary School in Newman, Georgia, learned. The school adopted a year-round schedule as part of its shift to a schoolwide program. The planning team faced initial opposition from some people who resisted the change and demanded early results. After much discussion, the planners urged critics to give the program a grace period before trying to evaluate it. Two years later, Newman Crossing demonstrated that the year-round calendar was working smoothly and student achievement had substantially improved.

4. **Reform participants must have training before they implement reform.**

In Henderson, Kentucky, the district office collaborates with schools, the Kentucky Department of Education, and with its regional service center to provide an array of long-term staff development programs in response to schools' consolidated plans. Professional development is central to this innovative district's commitment to meet its community's "shared promises," ensuring that teachers are responsive to children. Henderson County teachers participate in three days of staff development planned by the school, and they may use four additional days to attend staff development activities with their colleagues or to follow a personal improvement plan. The numerous professional activities available include research study groups, attendance at conferences and national meetings, on-site programs to learn about research-based reforms, visits to other classrooms and schools, and other enhancements to teaching in the core content.

5. **Reform strategies should be flexible enough to accommodate several solutions to a given problem.**

When circumstances forced Atenville Elementary School in Harts, West Virginia, to change plans and shorten time lines, the school's action research team volunteered to speed up its development and implementation of a performance-based report card and assessment procedure. The team learned—while implementing the new program—that new teaching strategies would require modernized assessment and reporting approaches to closely monitor and adjust the emerging instructional program. Because of the team's willingness to work more quickly, however, the transition into the planned reforms proceeded smoothly.

6. **Reform may require redesigning organizational infrastructure.**

George Cox Elementary School in Gretna, Louisiana, abandoned its grade-level organizational structure and divided into four small schools, each responsible for its own educational decisions. A steering committee coordinates the sub-schools to ensure that the school still works as a whole, but the smaller organizing units better serve individual students in smaller groups.

7. **Reform is not cost free. Prospects for reform improve whenever resources are available to support the new, emerging system.**

Funding staff for Samuel W. Mason Elementary School's schoolwide program in Boston, Massachusetts, means combining resources from the local school system, ESEA, the Individuals with Disabilities Education Act (IDEA), and other state, district, and private grants under a single budget. The aggregate resources support the school's focus on literacy development, smaller class sizes, and additional teaching assistance in every classroom.

8. **Reform is an ongoing process requiring continuous self-assessment.**

Self-assessment means ongoing measurement of both student achievement and school progress toward goals. Otken Elementary School in McComb, Mississippi, annually revisits its schoolwide plan using data collected by parents, teachers, support staff, district personnel, and community volunteers. "Our vision remains steady," the school principal reports, "while our reform strategies change with students' changing needs."

9. **Schoolwide reform should grow out of a meaningful planning process that lays a firm foundation for long-term improvement.**

Although the impetus for developing a schoolwide program usually begins at a school, successful schoolwides invest in valuable planning time, with encouragement and assistance from district and state officials responsible for federal programs. Effective local and state education agencies (LEAs and SEAs) provide information and advice about the schoolwide option to all schools. Schools that decide to apply for the option commit to the planning process and seek advice from their state and local agencies as they begin to conduct needs assessments, form school-based planning committees and support teams, and specify the research-based changes that will constitute their plan for schoolwide improvement.

10. **Schoolwide improvement should accommodate and support a diverse student population.**

To reach all students, schoolwide programs should respond to variations in native languages, learning styles, racial/ethnic and cultural heritages, economic status, and academic and social needs. These differences cause students to understand, communicate, and learn in diverse

ways. Programs that accept these differences ensure that every student is a vital member of the school's learning community. Planners can create culturally responsive environments by systematically and directly addressing race, ethnicity, and cultural issues in what is taught and how learning is structured schoolwide.

What Makes a Schoolwide Program Culturally Responsive?

Making teaching and learning culturally sensitive means going beyond merely improving practices for educating students from "non-dominant backgrounds" (WestEd, 1996, p. IV-16):

> [It is] about valuing plurality; treating all persons equally and with respect; leveling power relationships premised on stereotypes, fear, and prejudice; and affirming the cultural, ethnic, racial and linguistic identity for each individual.... "Otherness" is not situated in certain students; where one sees difference is relative to where one stands.

A culturally responsive framework for teaching developed by Wlodkowski and Ginsberg (1995) calls for the creation of classrooms that: (1) **establish inclusion**, by devising a learning atmosphere in which learners feel respected and connected to each other; (2) **develop positive attitudes**, by providing experiences that are personally relevant to participants and offer meaningful choices; (3) **enhance meaning**, by offering challenging and engaging learning opportunities; and (4) **engender competence**, by helping students to cultivate their skills and abilities.

For example, Spring Woods High School in Houston, Texas, has a growing Latino population and wanted to figure out how improving instruction for these newest students could benefit all students. The school created a "schoolwide development cadre" that studied and applied the framework for culturally responsive teaching to the school's circumstances. The schoolwide development team planned institutes so the entire staff could examine issues related to culturally responsive classrooms and coordinate their instructional strategies to make the curriculum fully inclusive. In addition, parent volunteers created a parent-led research team to visit innovative schools and explore ways to encourage parent involvement at Spring Woods High.

The State and District Role in Schoolwide Programs

Ultimately, principals, teachers, parents, and other school stakeholders are responsible for developing the programs in their school—but school districts and SEAs play vital roles in helping schools make fundamental changes. As Elliott Medrich, project director at MPR Associates, reminded participants at the 1997 Improving America's Schools conference, "Reform is neither bottom up nor top down; it is both." Schools, after all, work within a state and local policy environment that can help education programs grow and flourish.

State and district coordinators of federal programs typically regard schoolwide programs as the glue that bonds many initiatives in high-poverty schools. For example, states have begun to send ESEA and school improve-

ment consultants on joint visits to schools and LEAs to try to connect state reform efforts with ESEA. "We encourage schools to avoid duplicating their reform(s) by using the same information to develop both local reforms and ESEA programs together," explains Paul Cahill, an administrative consultant at the Iowa Department of Education. Oregon encourages schools to use the schoolwide option to unite state, local, and school reform components under a single plan. According to education programs specialist Carol Talley, "Schools should have one comprehensive plan that is the blueprint for how they're going to guide all their students to achieve the same high standards.... We have said, 'Your schoolwide plan and school improvement plan should be one and the same. The school improvement plan may not have all the components for comprehensive schoolwide planning, but if...you have completely restructured your activities for students based on what you know about [your] community, then you have the essence of a school improvement plan and more.'"

Federal program coordinators typically regard schoolwide programs as the glue that bonds many important educational initiatives in high-poverty schools.

District administrators are critical advocates of schoolwide programs, as well. In Somerville, Massachusetts, Title I director Zita Samuels hosted a day-long open house for one potential schoolwide program. This gathering helped stakeholders meet informally, examine options, and get answers to their questions. Samuels reports:

> I sent an invitation to every teacher, administrator, and parent to visit me in the library.... I was there all day to answer questions and discuss options and the school's needs. I posted charts on what a schoolwide is, the requirements, possible uses of funds, a school wish list, and [I identified some of] the school's strengths and weaknesses.... The questions people had—parents as well as teachers—had to do with the difficulty of the change process. What will be different for my child? How will I be expected to teach differently? What staff changes might there be?... The answer [I gave was] that we don't know until we try, but the point is to help all kids in the school achieve more educationally.... At this first meeting, I showed a film about three schools that turned around through the schoolwide change process. Then we looked at the charts and brainstormed the school goals, the things they would like to change. This was the beginning of the development of the school's core beliefs statement. It started the process rolling.

In addition, many states have disseminated comprehensive planning guides with examples of needs assessments and strategies for conducting systematic, data-based inquiries into a school's academic status and needs. The new *Kentucky Consolidated Planning Process* (KDE, August 1997), developed

by Kentucky educators, parents, and business partners, leads school and district communities through planning activities that consolidate the multiple state, federal, and local goals and funding streams supporting Kentucky schools. This guide provides a mechanism for coordinating both school and districtwide planning around mutually reinforcing state and local goals and implementation strategies. The SEA forwarded to each district and school a copy of the planning guide for local use. In addition, the Regional Service Centers conducted training sessions following the "rhythm of the school year" to introduce to local educators the type of planning that would logically occur at six different segments in the year. School-based consolidated planning in Kentucky brings together study teams of teachers, community partners, and parents in answering focused analytic questions about each school's curriculum, achievement status, community needs, climate, resources, technology, and other critical issues affecting schoolwide change.

In addition to developing planning guides, most states also bring together faculty and school leaders at annual or semi-annual statewide or regional meetings. Through school and district staff development programs, they introduce school teams to distinguished educators with experience planning successful schoolwide programs. Also, states and districts are compiling lists of experts from regional Comprehensive Centers and universities who are available to serve on school support teams. For more information on high-quality technical assistance and support for developing schoolwide programs, see Section IV.

Section II

An Overview of the Schoolwide Planning Process

It comes as no surprise to school leaders and staff that it takes time, energy, and commitment to move any initiative from goals and principles to concrete action. When developing a Title I schoolwide program, the essential component—to make the transition as smoothly and comfortably as possible—is planning. This section outlines the rationale and basic process of schoolwide program planning, with particular attention to the important aspect of combining funds. Each step in the process is discussed in more detail in Section III. For information on technical assistance for planning, see Section IV.

WHY PLAN?

Planning for school improvement is a systematic process for developing a new or refined vision, setting priorities, and defining a more effective school organization and governing structure. It is a mechanism for building a constituency to support school change. Staff, parents, and the community can use the planning process to reflect on their school's uniqueness—its history, traditions, strengths, and commitments—and to redirect instruction so it serves each student well. With the right planning process, a school community can reframe its educational program on the basis of data collected by its members about where changes are needed.

" Planning is the most critical area in becoming a schoolwide; it's a skill to know [what areas to] focus on."

Jean Burke
Title I Teacher and administrator
Kenton Elementary School
Aurora, CO

Planning is valuable because it requires colleagues to think systemically about the changes to make. This means moving from intervention to prevention; from categorical initiatives to whole-school programs; from rigid adherence to rules to flexibility tied to accountability; and from coordinating separate programs to collaborating to build comprehensive programs. Because these processes represent major changes in the way some schools operate, experienced technical assistance providers caution against plunging prematurely into schoolwide program implementation without taking the time to craft a safety net of alliances and strategies. "Take the time to plan; resist the urge to hit the ground running," experts warn (WestEd, 1996, p. III-5). As principal Michael Rivera of the Andalucia Middle School in Phoenix, Arizona, noted, careful planning allowed his schoolwide collaborators to "make decisions based on data and not on perceptions. When we make a decision, it is well thought out. We are working smarter, not harder."

What Does Planning Consist of?

Schoolwide program planning usually begins with the formation of a planning team, which explores the benefits of establishing a schoolwide program, identifies strategies and goals, and presents a proposal to teachers, administrators, and others in the school community. Because a comprehensive schoolwide plan reflects the entire school's responsibility for achieving results, the plan—and the planning process—should unify staff, resources, and classes into a whole program. A plan may incorporate research-based programs being used by other schools, but this should only occur when the program explicitly responds to needs and opportunities of your own school.

Although ESEA requires no special format for a schoolwide plan, it does lay out eight improvement components that must be present in all plans [Section 1114(b)(1) of Title I]. The components are (ED, September 1997, pp. 8-9):

(1) A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to state content and student performance standards.

(2) Schoolwide reform approaches that—

- Provide opportunities for all children to meet the state's proficient and advanced levels of student performance
- Are based on effective means of improving children's achievement
- Use effective instructional strategies that—
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school, and summer school programs
  - Help provide an enriched and accelerated curriculum
  - Meet the educational needs of historically underserved populations, including girls and women
  - Are consistent with, and are designed to implement, the state and local improvement plans, if any, approved under Title III of Goals 2000
  - Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, and address how the school will determine whether these needs are met. These programs may include counseling and mentoring services; college and career preparation, such as college and career guidance; services to prepare students for school-to-work transition; and the incorporation of gender-equitable methods and practices.

(3) Provide instruction by highly qualified professional staff.

(4) Offer professional development for teachers and aides, and, where appropriate, pupil services personnel, parents, principals, and other staff to enable children in the schoolwide program to meet the state's student performance standards (in accordance with Sections 1114(a)(5) and 1119 of Title I).

(5) Include strategies to increase parent involvement, such as family literacy services.

(6) Reflect strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

(7) Include teachers in the decisions regarding the use of assessments.

(8) Ensure that students who experience difficulty mastering any of the state's standards receive timely and effective additional educational support that must include:

ESEA lays out eight improvement components that must be present in all schoolwide plans:

- ***A comprehensive needs assessment***
- ***Schoolwide reform approaches***
- ***Instruction by a highly qualified professional staff***
- ***Professional development for all professional and paraprofessional staff***
- ***Strategies to increase parent involvement***
- ***Strategies to assist preschoolers make the transition into elementary school***
- ***Teachers as decision makers in using assessments***
- ***Timely and effective educational support to students who have difficulty mastering the state's standards***

- measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance;
- training for teachers in how to diagnose and address students' educational weaknesses, to the extent the school determines it to be feasible using Title I, Part A funds; and
- parent-teacher conferences for any student who has not met the standards.

In determining why a student is having difficulty mastering the standards, if the school or LEA suspects the student has a learning disability, in addition to seeking other educational support, consider referral for evaluation to determine eligibility for services under Part B of the Individuals with Disabilities Education Act (IDEA).

In addition to these eight improvement components, IASA [Section 1114(b)(2) of Title I] requires schoolwide plans to (ED, September 1997, p. 13):

(1) Incorporate the components of a schoolwide program.

(2) Describe how the school will use resources under Title I, Part A and other sources, including other federal education funds, to implement those components.

(3) Include a list of state, LEA, and federal programs that will be included in the schoolwide program.

(4) Describe how the school will provide individual assessment results to parents.

(5) Provide results from state and local assessments.

- If the state has developed or adopted a final assessment system, schoolwide plans must provide for the disaggregation of data on the assessment results of students and the reporting of those data, but only when those data are statistically sound. (*Note:* It is the responsibility of the state and district, not the school, to seek to produce, in schoolwide programs, statistically sound results through the use of oversampling or other means.)

- If the state does not have a final assessment system, plans must describe the data on the achievement of students in the school and effective instructional and school improvement practices on which the plan is based.

In summary, guidance from the U.S. Department of Education (ED, September, 1997) highlights the following essential elements in schoolwide planning:

- **Build on an existing comprehensive plan.** A school that already has a comprehensive plan for school improvement should build on the existing plan, using any organizational structure it chooses, as long as it bases its schoolwide plan on a comprehensive needs assessment and addresses the eight components the law requires.

- **Include a comprehensive budget.** The schoolwide plan should address each of its program components but need not indicate which funding stream or resource pays for it. In fact, a single, comprehensive budget that does not distinguish funding sources proves a commitment to a whole-school orientation. Continuing to refer to program elements as "Title I," "LEP," or "ESEA" perpetuates old programmatic divisions that should be phased out as the schoolwide concept is implemented.

- **Let the schoolwide plan evolve and grow as changes occur in the school.** The schoolwide plan remains in effect as long as the school continues to use Title I, Part A funds with other ESEA resources. Schools should modify their plans to reflect new student needs, opportunities, or changes in the state's standards or assessment program. Schools should continually review and update their plans as often as necessary.

- **Understand that schools remain eligible for schoolwide programs even if their student population drops below the school's initial poverty threshold.** The law no longer requires a periodic reassessment of a school's eligibility.

- **Define student expectations according to state and local requirements.** Schoolwide programs must meet the same accountability requirements as most Title I programs. There is no federally specified test or minimum level of achievement expected, other than that required by the state. The law requires all Title I programs to review student achievement annually; schools that do not meet the state-established achievement targets are identified by SEAs to receive technical assistance. They will be expected to develop school improvement plans that hold them accountable for better results.

KEY CONSIDERATIONS IN COMBINING FUNDS

- **Are there sufficient resources to make the schoolwide plan work effectively? If not, what other resources are available to the school?**
- **Are resources allocated in a manner that makes all parts of the plan effective? If not, how can resources be redistributed?**
- **Are programs and funding coordinated to improve academic achievement for all children and address the intents and purposes of the programs? Is there a well-defined and agreed-on collaboration process?**
- **Are there programs or services that are unnecessarily duplicative? How can the services be coordinated?**
- **For each special population served by the program, does the plan address the identified strengths and weaknesses of the population?**
- **What needs to be added to the plan to ensure that special issues for each program are adequately addressed and its intent and purposes are met?**

STAR Center, 1996

COMBINING FUNDS: AN IMPORTANT PART OF THE PLANNING PROCESS

By combining Title I funds with other federal, state, and local funding and with private resources, schoolwide budgets can be allocated according to student needs rather than specified funding targets. This section describes how funds can be combined in new ways in schoolwide programs.

The reauthorized ESEA allows schoolwide programs to combine most available resource streams to improve the entire educational program. By combining resources and eliminating the differentiation among programs, schools can more effectively achieve the goal of raising academic achievement for all students. Schoolwide programs may combine most federal education programs and activities into a coherent reform design, using various program sources to support a comprehensive plan that addresses the identified needs of all students in the school.

Under the reauthorized ESEA, schoolwide programs are not required to identify activities, strategies, staffing, or student populations by their traditional categories. However, schools must describe how the plan:

- Meets the intent and purposes of each separate program
- Serves the students that each separate program was designed to assist
- Uses all funding sources, including any additional special grants and other state, local, federal, or private funds

Districts must continue to provide schoolwide programs the same amount of state and local funding that they would have provided had the schools not chosen to adopt a schoolwide approach, and these funding sources should be included in the plan.

What Does Satisfying the Intent and Purposes Mean in Practice?

A schoolwide program meets the legislated intents and purposes of component programs if it offers sufficient activities to address the academic needs of students who are the intended beneficiaries of the legislation. As a school considers combining resources, it will need to think about these issues:

- How do federal, state, and local resources work together to meet the overall school goals?
- How does the schoolwide program meet the intents and purposes of the federal programs whose funds are combined?
- Are all involved school personnel aware of the program and budgeting flexibility in the law?

- What is the rationale for continuing some separate programs? Should that rationale be re-examined?
- How are separate programs aligned with the overall school program?

Montview Elementary School in Aurora, Colorado, combines Title I, Part A funds with funds from Title VII - Bilingual Education, the Individuals with Disabilities Education Act (IDEA), a National Education Association grant, and various state and local funds. As an elementary school with an 84 percent poverty rate, based on free- and reduced-price lunch data, Montview became a schoolwide program to improve the overall academic program for all students. Responding to its comprehensive needs assessment, Montview chose to use part of its combined schoolwide program funds for professional development and mentoring to allow teachers in all classrooms to incorporate the Literacy Learning Model. Teachers schoolwide have also incorporated multiple assessment procedures, including individual reading inventories, writing samples, classroom observations, conferences, self-assessments, and journals, to diagnose student academic needs and monitor progress.

Montview meets the intents and purposes of several programs whose funds it combines, including Title VII, Migrant, and IDEA, among others, by implementing the Literacy Learning model in all classrooms. All ESL and special education staff were involved in developing the schoolwide program and participated fully in the professional training to implement Literacy Learning. This ensures all students benefit from consistency of instruction in literacy and mathematics. Students with limited English proficiency or disabilities have specialized, in-class assistance from the specially trained staff and staff assistants as needed. Because Montview individualizes its in-class instructional strategies so they respond to students' specific instructional needs, the school does not need to demonstrate that any of the separate funding sources go directly toward services for particular students, nor that it has met the specific requirements of the separate Title VII, Migrant, IDEA, or programs for gifted and talented students.

Encina High School in Sacramento, California, combines School-to-Work Opportunities Act funds with funds from Title I, Part A, Title VII - Bilingual Education, the Carl D. Perkins Vocational and Applied Technology Education Act, and other state and private sources. Encina's curriculum combines rigorous preparation for college with a sequence of vocational courses offering students on-the-job mentoring, hands-on experience, and technical skills. Encina satisfies the intents and purposes of the programs it combines by allowing all students, including LEP and special education students, to choose from five career-related academies where academic and technical content are integrated with work-based learning opportunities. Its program includes a "Graphic Design Academy," stocked with an impressive collec-

QUESTIONS ABOUT COMBINING FUNDS?

The U.S. Department of Education has print and on-line resources readily available to answer your questions about combining funds to support schoolwide programs. In particular, the following documents are available by calling the Compensatory Education Programs Office, (202) 260-0826, or by searching the Department's Web Site: www.ed.gov:

Federal Register
July 3, 1995
(Title I Regulations)

Federal Register
September 21, 1995
(Notice on Schoolwide Programs)

Schoolwide Program
Policy Guidance
(revised, September, 1997)

Audit Compliance Supplement
June 21, 1996
www.ed.gov/inits/CAROI

FEDERAL PROGRAMS THAT CAN BE CONSOLIDATED IN SCHOOLWIDE PROGRAMS

Improving America's Schools Act of 1994 (IASA)
Pub, L. No. 103-382.
Amendments to The Elementary and Secondary Education Act of 1965 (ESEA):

Title I, Part A of ESEA:
Helping Disadvantaged Children Meet High Standards, Improving Basic Programs Operated by Local Education Agencies

Title I, Part B of ESEA:
Even Start Family Literacy

Title I, Part C of ESEA:
Education of Migratory Children

Title I, Part D of ESEA:
Neglected, Delinquent or At Risk Youth

Title II of ESEA:
Eisenhower Professional Development

Title III, Part A, Subpart 2 of ESEA:
Technology for Education

Title IV of ESEA:
Safe and Drug-Free Schools

Title V, Part A of ESEA:
Magnet Schools

Title VI of ESEA:
Innovative Education Programs

Title VII of ESEA:
Bilingual Education

Title IX of ESEA:
Indian Education

Title VII of the Stewart B. McKinney Homeless Assistance Act:
Education for Homeless Children and Youth

Title VIII of ESEA:
Impact Aid

Goals 2000: Educate America Act

Individuals with Disabilities Education Act (IDEA)

School-to-Work Opportunities Act

Perkins Vocational Education Act

For information on programs for consolidation, see *www.ed.gov*

tion of hardware and software, including both Mac and IBM-compatible computers, scanners, and LCD projectors that convert a computer monitor display to a wall-size image for class presentations. Although numerous local, state, federal, and private sources fund these programs, the school need not show how each group of funds supports the varied components because it addresses the intent and purposes of each program through a fully integrated schoolwide plan.

Issues in Combining Funds for Students with Special Needs

Two federal funding programs—Migrant Education (Title I, Part C) and Indian Education (Title IX)—require schoolwide programs to coordinate their activities with the special interest groups or organizations that represent parents, students, or both. When using funds from the Migrant and Indian Education Programs, other points to consider are:

- Schoolwide programs that combine migrant education funds with other funds must, in consultation with parents of migrant children or organizations representing those parents or both, first address the particular identified needs of migrant children to support their successful participation in school.
- Schoolwide programs that combine Indian Education funds with other funds must first receive approval from the Indian education parent committee that the LEA establishes.

Funds from the Individuals with Disabilities Education Act (IDEA) can be used in a schoolwide program, provided that the other requirements of Part B of IDEA are met in that school by the LEA. Students with disabilities who enroll in schools with schoolwide programs must receive services in accordance with properly developed individualized education plans (IEPs), and they must be afforded the rights and protections guaranteed to eligible students and their parents under Part B of IDEA. A 1997 amendment to IDEA also makes it permissible to use IDEA funds to assist not only students with learning disabilities but also other children.

Many resources are available to help schoolwide programs ensure that the needs of students with disabilities are met. Among them is the National Information Center for Children and Youth with Disabilities (NICHCY), a national information clearinghouse that provides free information to assist parents, educators, and others in helping children with disabilities become participating members of the school and community. NICHCY can be reached by telephone at (800) 695-0285 or by e-mail at nichcy@aed.org or www.nichcy.org. The Regional Resource and Federal Center Program (RRFC) assists state education agencies by improving their capacity to serve infants, toddlers, children, and youth with disabilities. Six Regional Resource Centers provide advice and

technical assistance to administrators and educators in SEAs and other appropriate public agencies. Information about RRFC is available by telephone at (202) 884-8215 or e-mail at frc@aed.org or www.dssc.org/frc.

Planning Schoolwides for Secondary Schools: New Opportunities and Challenges

The 1994 reauthorization of ESEA placed a priority on serving the highest-poverty schools, regardless of grade level. As a result, more middle and high schools than ever before are able to develop schoolwide programs. Title I, Part A funds can be combined with other federal and state initiatives in secondary schools to connect academic programs with school-to-work opportunities and vocational preparation programs. In middle and high schools where students were once separated into academic tracks, or faculty assumed some students would not succeed in the "academic" program, staff can now work in teams and adopt teaching strategies that reach all students with the message that every student can meet the same challenging academic standards.

As in elementary schools, secondary schoolwide planning can blur the lines across grades, departments, and subject areas to design multi-disciplinary teaching and assignments that connect school and work. Rather than maintaining traditional territorial divisions, middle and high schools can design a curriculum that links classroom learning with the real world outside of school.

What opportunities do schoolwides offer secondary schools? Many schoolwide programs in middle and high schools encourage collaboration among teachers—across departments and in partnerships with local businesses and education institutions. These collaborations tear down the walls that divide the school and the community and establish relationships and activities where students can:

- Concentrate on building high-level academ ic and technical skills
- Learn actively by working in an expanded range of cognitive and career interests
- Work with teachers in small learning communities, such as schools within schools
- Receive personal support from college or adult mentors
- Use technology to enhance learning and develop workplace skills
- Obtain information on careers and postsecondary education and training
- Prepare early for college and careers by forming ties with high schools and postsecondary institutions

The combined funding possible with a schoolwide program enabled staff at Benjamin Franklin Middle School in San Francisco, California, to participate in professional development on expanding literacy and using portfolios to demonstrate student achievement to parents. Teachers also learned how to use information in portfolios for diagnosis and assessment. "Before we were a schoolwide program, funds were divided into three budgets and there was not enough money in any one to do what we needed," principal Lynette Porteous reported.

Challenging High School Courses for All Students

At Gompers Secondary School Center for Science, Math, and Computer Technology Magnet in San Diego, California, students with the highest needs take the most challenging classes they can, alongside all other students. This gives every student the chance to participate in seminars and courses that stimulate higher achievement. Up-to-date equipment and resources—including a state-of-the-art computer network with 64 terminals, an eight-inch telescope, and laser/holography apparatus—sustain advanced science, mathematics, and computer courses. Core courses in technology introduce students to robotics, electronics, computer graphics, desktop publishing, and computer-aided drafting and architecture; they also enhance school-to-work transitions. Students with computer and business interests combine them in applied courses. They also can learn digital electronics and several computer languages. Faculty from nearby universities offer college-level courses in advanced mathematics, science, and social studies to give Gompers students the chance to develop their skills in research, experimentation, and the use of technical equipment.

Which funds should be combined in secondary schools? School programs funded by the Carl D. Perkins Vocational and Applied Technology Education Act and the School-to-Work Opportunities Act are logical choices to combine with ESEA Title I, Part A funds. These programs share two important qualities with schoolwide programs:

- A goal of ensuring that students at risk of academic failure meet challenging academic standards while preparing for careers and further education at community, technical, or four-year colleges
- An emphasis on accountability, which leads schools to concentrate resources on students' greatest needs. With a schoolwide program, high schools can use the funding sources to strengthen the academic curricula, retrain teachers to integrate academic and vocational instruction, or develop assessments that prepare students for increasingly demanding tests of cognitive achievement—rather than simply to support remedial classes.

All other available federal, local, or state funding can also be included in the combined schoolwide budgets.

What challenges do schoolwide programs in secondary schools face? The first hurdle that schoolwide planners must cross often is the reliance on subject-based instruction that prevails in many secondary schools. This division of staff, teaching, and learning into subject-bound territories does not lend itself to schoolwide, comprehensive improvements.

At Spring Woods High School in Houston, Texas, the schoolwide planners straddled these old boundaries by including two team members from each department on their planning team. This fostered discussion across subject areas and avoided marginalizing any individual or department. The extensive representation also built credibility for the team and the concepts that emerged from planning. As a school support team facilitator explained:

> We asked team members to imagine the most inspired high school they'd seen, one where they'd send their own kids. "Think about what happens in that school," we asked. This process has the heart and soul that can be used to turn those dreams to action.... We're not forcing commitment until we've had a chance to examine issues. We will break into separate groups, each facilitated by planning team members, and we'll develop study groups, conduct partner observations and action research, and then—with a solid understanding of what is [now] and what is possible—the team will tie their decisions to the school's accountability goals.

The second challenge for secondary schools is to build and sustain a broad constituency for the schoolwide program. Initially, people may not understand why planning is so important or how to include all departments and the whole school community in decision making. Many principals have to overcome staff skepticism about planning and new reform ideas. "People are not convinced that planning is that important," reports principal Lynette Porteous of Ben Franklin Middle School in San Francisco. "[Some staff or parents] don't feel empowered [enough] to really participate in examining research-based strategies."

think about this...

Models for Developing Schoolwide Programs in High Schools

The New American High Schools Initiative can provide ideas for schoolwide planning teams. These are schools where all students are expected to: (1) meet challenging academic standards and develop technical skills; (2) pursue integrated academic and career preparation programs; (3) engage in real-world, hands-on learning and assessment; (4) work in small, highly personalized and safe environments; (5) work with adult mentors, and (6) acquire knowledge about careers and college opportunities.

Although this high school initiative provides excellent ideas for developing schoolwide programs, any secondary institution receiving a Perkins Basic Grant can develop a schoolwide using its Perkins funding. Secondary recipients with an approved local plan may apply Perkins funds to curriculum and professional development, services for special populations, integration of academic and occupational education, and guidance and counseling. Careful planning in the development of a schoolwide program can make the use of Perkins funds an integral part of the program's success.

The following New American High Schools illustrate innovative options for combining resources in schoolwide programs:

- **The Chicago High School for Agricultural Sciences** in Chicago, Illinois, weaves agricultural science into the total school curriculum for 469 students. This school, which has large African American and Latino populations, requires all students to take college preparatory classes that are integrated with agriculture-related technical skills. Students can participate in work-based learning to apply their knowledge and can earn high school and college credits at the same time. The school boasts a 93 percent graduation rate, with 72 percent of students pursuing higher education.
- At **Encina High School** in Sacramento, California, students study in one of five career-related academies. The school, which enrolls 987 students, serves a diverse population and is a magnet center for English as a Second Language. All freshmen are enrolled in the Freshman Academy, where they choose a career focus for grades 10-12. Sophomores, juniors, and seniors choose from health, graphic arts, business, and career exploration academies where teachers collaborate across grades and subject areas to integrate academic and technical content, work-based learning opportunities, and technology.
- **Fenway Middle College High School** is a member of the Coalition of Essential Schools and the Middle College High School consortium. A Boston Public Schools pilot program, Fenway serves 250 students. Both students and faculty are associated with one of three houses that have a particular career focus, such as health, pharmacy, or art/museum studies. Teachers collaborate to link curricula across subject areas and career interests. Students must demonstrate critical thinking, academic, and technical skills to graduate and are assessed through performances and portfolios. Fenway has a 95 percent average daily attendance rate, compared with 84 percent for the district overall, and 80 percent of Fenway's graduates pursue higher education, compared with 60 percent of district graduates overall.

- At Miami's **William H. Turner Technical Arts High School**, students can earn high school diplomas and state career certification simultaneously. The school, which serves 2,157 students, has seven academies, including agri-science, applied business technology, finance, health, industrial technology, public service/television production, and residential construction. Teachers work in teams to integrate both technical and college-preparatory academic content into thematic units. Students apply their developing academic skills in the workplace and through school-based enterprises. The school's 1995-96 dropout rate was 2.7 percent, compared with almost 9 percent districtwide. Seventy-three percent of graduating students enter postsecondary programs.
- The 1,900 students attending **David Douglas High School** in Portland, Oregon, identify and plan long-term educational and career paths in Project STARS (Students Taking Authentic Routes to Success). Ninth-graders take intensive career exploration classes and college-preparatory academics and, with mentors from the school or community, map out individualized education plans. Juniors and seniors work in one of seven broad career "constellations" that include social and human services; health sciences; business and management; industrial and engineering systems; natural resources; arts and communications; and hospitality, tourism, and recreation. Teachers team across constellations to connect learning to the real world. The school's 1995-96 dropout rate was 6.7 percent; the attendance rate was more than 93 percent.
- Teachers at **Sussex Technical High School** in Georgetown, Delaware, integrate courses within the school's four occupational clusters, including automotive/diesel mechanics, business technologies, health/human services technologies, and industrial/engineering technologies. Each cluster has a team of technical and academic core teachers who jointly coordinate instruction. Classes are block-scheduled to give students and teachers enough time to delve into hands-on projects. Students in all academies take advanced math and science courses and prepare for higher education as well as careers. To graduate, all seniors complete integrated senior projects. The school serves 1,091 students. Its 1995-96 attendance rate was 95 percent; the dropout rate was less than 2 percent. Graduating students' enrollment in postsecondary education increased from 22 percent in 1994 to 68 percent in 1996.

think about this...

Putting the Pieces Together in a High School: One Principal's Story

The schoolwide program...[enabled us] to establish an extended day tutorial and to turn to university partners. By combining funding sources we could bring our program partners together. The funding streams we combine include Title I, Part A and Title VII grants, several privately funded programs, Carl D. Perkins, School-to-Work, California staff development, and several private foundations. We are also part of California's Academy Partnership and ED's New American High School Project.

The first thing we had to tackle was to bring the community together to try and stabilize our mobility rate. We used a dropout prevention grant and help from Alliance for Excellence; we worked with our feeder schools and turned to the regional social agencies to offer health services, counseling, and one-stop employment assistance right on campus.... [Because of the schoolwide flexibility], we have the ability to make the school a community resource for the student and the whole family, from preschool to adult.

Because our schoolwide program is so strong, we can use the different funds to provide students with internship opportunities. Through the academy partnerships all our students—including IEP and special needs students—get experience working in nearby hospitals, banks, social service organizations, and businesses, extending their learning from theory to a real-world situation.

The big challenge is to balance remediation with the core information and higher-level cognitive experiences students need to keep motivated. By having mixed funds we're able to create a special education center that helps kids [both] within the regular classroom and enables them to work in isolation, depending on their needs. So we're not dividing by remedial and core programs.... We have the flexibility to move from classroom to one-on-one [instruction] and back to the regular classroom without disrupting the sequence of the class assignment.

Tom Gemma, Principal
Encina High School, Sacramento, CA

Section III

Planning Schoolwide Program Change

If we intend to dramatically improve the education of American kids, teachers must be challenged to invent schools they would like to teach and learn in, organized around the principles of learning that we know matter.

Deborah Meier (1995, p. 154)

There are as many possible approaches to planning a schoolwide program as there are schools and school leaders undertaking the challenge. We suggest a six-step approach, based on planning guidance developed by experienced technical assistance providers in states, Regional Educational Laboratories, and Comprehensive Centers. This approach, which schoolwide programs across the country have used successfully, involves the following steps:

Step 1: Establishing a Planning Team

Step 2: Conducting a Comprehensive Needs Assessment

Step 3: Clarifying Needs and Finding Research-based Strategies

Step 4: Setting Schoolwide Program Goals

Step 5: Writing the Schoolwide Plan

Step 6: Finalizing the Schoolwide Plan

Completing a sustainable plan that addresses the ESEA requirements, encompasses all aspects of the school, and involves the whole community generally takes a full year. To help planning teams move through each step, this Idea Book includes an appendix of Planning Tools, which are highlighted in italics in appropriate sections of this chapter. Teams can use them in their current form or modify them to accommodate unique needs.

Schools should not expect to work in isolation to develop their schoolwide plans. It often takes outside advisors to suggest approaches that may not occur to people who are caught up in the day-to-day challenges of education. Technical assistance is available from district office personnel and school support teams, and from distinguished educators who have themselves planned and implemented schoolwide programs. Procedures for obtaining such assistance differ from state to state, but Section IV, following this section on planning, presents an overview of the state and district technical assistance available for ESEA program planning.

STEP 1: ESTABLISHING A PLANNING TEAM

Preplanning: Identifying the Right Planning Team

The principal, a school leader, or a district official usually convenes a small representative group from the school to begin preplanning. The team should include widely respected individuals who know and have the confidence of the school's various constituency groups. This group, and the planners it appoints, should be committed to the concept of whole-school reform and should recognize the possibilities for children

that the schoolwide option offers. Usually, the preplanning group includes the principal or his or her designee; teachers; school staff familiar with Title I, Part A, and other federal programs; and parents or community leaders who have already been involved with ESEA programs and understand the changes created by the 1994 reauthorization. This group can convene as a steering committee to frame the basic planning issues and initiate the planning process. *Tool #1: Schoolwide Programs: Considerations for Planning* provides a starting point this preplanning group can use to reflect on options for its schoolwide program.

A Checklist of Early Issues for the Preplanning Group to Consider

- ❑ Is there an existing team or committee (e.g., a school improvement team or site council) that can serve as a schoolwide planning team? Try to avoid duplicating ongoing planning activities; use the developed expertise of staff within the school.
- ❑ If a new team needs to be established, how will its members be recruited, selected, and replaced over time? Encourage volunteers or ask constituent groups—departments, teams, or classified staff—to elect representatives. In some cases, a nominating committee representing various school groups is in the best position to identify team members who reflect the range of talents, interests, and concerns in the school.
- ❑ How will the planning team develop a collaborative working relationship among its members? What activities will it use to transform team members from a collection of individuals into a true team? In some cases, consultants can train teams in consensus building, fostering learning communities, or agenda planning as part of the preliminary planning activities.
- ❑ How will the planning team coordinate with other committees or teams in the school and district?
- ❑ What autonomy will the schoolwide planning team have to make decisions or recommendations?
- ❑ How will the planning team communicate with the groups it represents and with community members who have a stake in the success of the school and its schoolwide program?

Selecting and supporting an effective planning team is important because its members will lead the comprehensive needs assessment (Step 2 of the planning process). Because *total school reform* is the goal, it is necessary to conduct a more methodical and extensive self-study than those undertaken in past ESEA programs. The planning strategies a school selects to meet this goal will depend on the judgment and experience of its planning team and school leaders. *Tool #2: Establishing a Planning Team,* located in the Tools Appendix, suggests team responsibilities and outlines the initial planning activities the team will likely undertake.

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MEMBERS OF A SCHOOLWIDE PLANNING TEAM

- School and district administrators
- Teachers representing all grades, content areas, and teams
- Representatives of other professional staff, including social workers, psychologists, counselors or diagnostic specialists, curriculum leaders
- Parents and community representatives
- Representatives of organizations, groups, and parents of students served by the federal programs whose funds are used in the schoolwide program
- Students

Selecting the Planning Team

The planning group should reflect the groups of school members who were represented in preplanning, plus paraprofessionals and pupil services personnel. Students in the upper grades of elementary schools and in secondary schools can also serve as partners in planning. Many schoolwides invite district-based federal program staff to work with their planning teams to keep the school informed about local and state procedures and to serve as liaisons to special experts and technical assistance providers.

If the school is combining certain ESEA program funds, the planning committee must include representatives of the students and families those programs serve. Using Migrant Education (Title I, Part C) funds means the team should include parents of migrant children or organizations representing those parents; using Indian Education (Title IX) funds means the team should include representatives from the LEA's Indian Education Parent Committee. The team might also include individuals from appropriate state and local government agencies, community-based organizations, business groups, parent and child advocates, social workers, psychologists, drug and alcohol treatment experts, and others with interests and expertise in drug abuse and violence prevention.

Planning goes most smoothly if it is carried out by respected community leaders with excellent organizing skills and reputations for getting things done. Rarely will the principal have time to lead the team, but the team leader should have the confidence and backing of the principal, and the principal should keep informed of the team's activities.

The actual number of members on the schoolwide planning team will vary from school to school, but interviews with team leaders indicate that a core group of 12 or fewer is easiest to coordinate and manage. This group can work most effectively by relying on the talents of many other people through a subcommittee structure.

The core planning team is responsible for creating a program that meets local, state, and federal educational requirements and community expectations. In time, this group will advocate the school plan to the school community as well as to district and state decision makers. Thus, a team should be sufficiently diverse to represent the school's key stakeholders. Such a group will likely have the credibility it needs to gain widespread support for the plan.

Starting the Planning Process

In early meetings, planning team members typically exchange ideas, build rapport, and develop a common understanding of personal and team goals. This is a time to assess the strengths of group members and determine the

role(s) each individual will play. If the skills within the group are not well matched to some of the important activities to be conducted, the team can add members. The roles that various members will need to assume include: group process facilitator; data coordinator; technology specialist; logistics coordinator; assessment expert; and liaisons to various school groups including teachers, paraprofessionals, administrators, parents, community organizations, and the central office.

Arranging for High-Quality Technical Assistance

At the beginning of the planning process, team members should consider where they will turn for help in creating the schoolwide plan. ESEA requires that schools have assistance available from state-designated school support teams. Depending on state requirements, a school may be able to select its assistance providers from the state's or district's distinguished educators or distinguished schools, Comprehensive Centers, universities, Regional Educational Laboratories, or other sources. Technical assistance services available to planning teams include:

- *Schoolwide Reform: A New Outlook,* available from WestEd, is a detailed guide to comprehensive, field-tested planning strategies for schoolwide programs. The materials can take a schoolwide team from team development, through needs assessment, to plan writing and implementation. Included are: illustrative survey instruments, analytical tools, lists of video, Web, and print research documents, and a detailed discussion of the rationale behind each planning component. A video tape and easy-to-use presenter's transparencies make the guide useful to both novices and experienced trainers. **Web site:** www.wested.org

- *The School Leaders' Institute,* available from the Region VI Comprehensive Center Consortium, offers a customized training program that supports beginning and continuing schoolwide programs through a combination of technical assistance and training activities. Institute participants are challenged to examine both how their school works and the effectiveness of their own leadership style. An issues paper called *Reform Talk,* by Kent Peterson, and the Center's newsletter, *The Forum,* are both available electronically and in print. **Web site:** www.wcer.wise.edu/ccvi/

- *Using Data for Decision Making to Raise Student Achievement,* developed by the New England Comprehensive Center, provides a rationale and a systematic process for collecting and interpreting student performance and related data. It is a practical guide, including data analysis templates, that schoolwide programs can use in organizing and analyzing data for varied purposes. In addition, the New England Center hosts a national list serve on schoolwide programs. **Web site:** www.edc.org/NECAC

PARENTS AS PARTNERS IN SCHOOLWIDE RESTRUCTURING

A goal of Phillips Visual and Performing Arts Magnet School in Kansas City, Missouri, is to empower families and school staff by granting them equal responsibility for student learning. Parents were partners in deciding to call on technical assistance providers associated with the Accelerated Schools project from Stanford University to help structure the schoolwide program. They urged school planners to set higher science standards and increase the emphasis on biology in the early grades. Parents are encouraging the entire school staff, including custodians and bus drivers, to help set the school's goals and to participate in evaluating the overall program. A parent-designed school compact, signed by all students, parents, and teachers, creates a partnership that helps students strive for the high expectations of the schoolwide program.

- *Pathways to School Improvement*, by the North Central Regional Educational Laboratory (NCREL), is available on-line. School teams can download "Trip Planner Inventories," which are questionnaires regarding school competence in math, science, leadership, student assessment, governance, and school-to-work. Additional questions are aimed at services for at-risk children and youth, standards, professional development, assessment strategies, and family involvement. Teams complete the inventories and submit them electronically to NCREL, which then receives the on-line survey responses, analyzes the data, and reports the results back to schools via the Internet. The analyses also direct school teams to additional information on specific program components on the Laboratory's Web site. **Web site**: www.ncrel.org.pathways.htm

- Customized technical assistance and evaluation planning are available from RMC Research (Portsmouth, NH; Denver, CO; Portland, OR; and Arlington, VA) and collaborators in the regional Comprehensive Centers. RMC uses its established planning tools, many of which are included in their widely distributed *Schoolwide Programs: A Planning Guide*, to tailor both assessment and school improvement processes for states and districts. Many of RMC's planning resources are also available on the Internet. **Web site:** www.rmcres.com or www.rmcdenver.com

Whomever the school selects, the assistance providers should be experienced in developing standards-based educational improvements in schools and communities that serve high concentrations of students in poverty. For more information on technical assistance, see Section IV.

Setting the Planning Agenda

The next step for the planning team will be to outline the year-long planning process. Reaching agreement on a draft agenda and timeline will set the team on a strong footing for the planning ahead. The agenda should allow the team to tackle hard issues that are limiting the school's potential. As research shows, the complex challenges schools face call for complex solutions (Fullan & Miles, 1992). The only way to make progress is by confronting the challenges candidly and immersing team members in the issues that halted previous reforms. There are no blueprints that work in each situation; the team's early plans are the guide. These plans can be flexible and they may change, but thinking them through and writing them down means they will be available at each stage of the school improvement process to keep the vision clear, goals in focus, and actions on track.

Cross-cultural Planning through Alaska's Onward to Excellence

The Chugach District in Anchorage, Alaska, turned to the technical assistance providers at the Northwest Regional Educational Laboratory/Comprehensive Region X Assistance Center to help facilitate districtwide school improvement. Using the Laboratory's successful cross-cultural planning process, *Alaska Onward to Excellence* (AOTE), the school system adopted its own original community-defined standards. The process, wherein people gathered to sample Chugach story-telling, dance, music, crafts, and foods, resulted in a dialogue between school officials and the community that merged village heritage and modern education practice to set the district's challenging standards. Together, representatives of all cultures in the community designed a program that adheres to the following universal principles:

Focus on Student Learning: *It is important that all students learn to high standards without exception.*

- All students can learn successfully
- What students learn is changing
- How well students learn must change

All Must Do Their Part: *Partners are essential for success. Schools cannot do it alone.*

- Community and schools share leadership
- Parents are full partners in the learning process
- Schools and communities are accountable for all students learning success
- Districts and communities are accountable for expecting, supporting, and monitoring school efforts

Everyone Will Learn Together: *Everyone learning together is one step toward becoming a learning community.*

- Improvement equals learning
- Learn first, then design
- Everyone is a learner and everyone is a teacher

Learning Success Will Be Measured: *Data-based decision making results in increased student improvement.*

- Learning will be measured in all goals areas
- New ways to think about measurement will be necessary
- Additional measures must be developed

Planning in Chugach continues, even after the implementation of the schoolwide plan. Each year, the system adds a new program component to connect families, children, and schools. "We reignite this AOTE process every year, and we work with each of the villages so they can take different roles with their kids," says assistant superintendent Richard DeLorenzo.

Web site: www.nwrel.org

Problems are our friends because only through immersing ourselves in problems can we come up with creative solutions. Problems are the route to deeper change and deeper satisfaction. In this sense, effective organizations embrace problems rather than avoid them.

Fullan & Miles, 1992, p. 750

STEP 2: CONDUCTING A COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment should be the centerpiece of the planning process—the database from which the planning team develops its vision of the future. Through the needs assessment, a school identifies its strengths and weaknesses and specifies priorities for improving student achievement and meeting challenging academic standards. The suggestions that follow come from members of planning teams in schools across the country who have conducted successful assessments.

Conducting a needs assessment helps planners focus better on schoolwide issues and link goals with hard data. Central Elementary School in Henderson County, Kentucky, rose from among the state's lowest ranking school to become an institution repeatedly recognized and rewarded for its academic progress. Principal Diane Embry reported that during the needs assessment "We planned ahead and used data to make our decisions. We were no longer acting only on our perceptions of how the students were doing." A teacher at Central explained how the needs assessment opened her eyes to her students' substantial potential:

> I think we've said "all children can learn" for a long time.... We said it even before we really, truly believed it. When we got some of our first test scores back, the ones that put us in improvement...we saw some hard data and we were motivated to take action.

Every aspect of the school is a candidate for assessment. However, experienced planners advise concentrating on how the school addresses the comprehensive academic needs of *all* the students in the school, especially those ESEA is designed to serve—students who are educationally disadvantaged, neglected or delinquent, migrant, American Indian, limited-English speaking, or vulnerable to the dangers of drug or alcohol addiction.

Assessing needs comprehensively means getting the full "*breadth* of information for *depth* of understanding" (WestEd, 1996, p. III-14). It requires examining many aspects of students' lives and experiences from the perspectives of students, parents, teachers, administrators, and other community members. The team must gather enough data to direct its planning, but not so much data that the group is unable to determine a program focus.

Clarifying the Vision

Some teams begin the assessment process with a dialogue among members that leads to a vision or mission statement, answering the questions: *What are our central program goals? After implementing our schoolwide program,*

how will the school be different and improved for students? Other teams wait to define the program mission until after the needs assessment has taken place. The needs assessment is the vehicle for clarifying the direction the new schoolwide program will take. Either defining the vision at the outset or letting its definition conclude the process can work if vision-setting is rooted in the preferences of the broad school community and based on a realistic appraisal of circumstances (Billig & Kraft, 1997)[5].

Creating a School Profile

Planning the school profile provides a starting point for discussion and is useful for organizing the remainder of the needs assessment. A school profile is a data-based snapshot that describes the school's students, faculty, community, and programs; its mission and planning processes; and its achievements and challenges. The profile answers fundamental questions that will guide planning, such as: How well are our students doing? What are our curriculum strengths? Is there a coherent vision with clear goals for achieving the vision?[6]

Profile development begins when the planning team decides what types of information it needs for each dimension on the profile. *Tool #3: Creating a School Profile* outlines some possible data options.

The profile gathers baseline information in one place so the planning team can identify "focus areas" and indicators of the school's status with respect to each one. Some focus areas to consider include:

- **Student Achievement:** How well are our students attaining the challenging academic standards set by the state and school district? What are school completion or mobility rates? How many students are making smooth transitions from our school to the next? Are we reducing the rate of students leaving the school, either as a result of making a voluntary transfer or because they are dropping out of the system?

- **Curriculum and Instruction:** What are teachers and administrators doing to ensure that teaching methods are up-to-date and the curriculum reflects state, local, and national content standards? What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure top-quality instructional materials?

- **Professional Development:** Are there on-the-job opportunities for teachers to participate in meaningful professional development? Do teachers select the professional development opportunities available to

[5] For additional suggestions on determining the school's vision, see also the useful discussion about how to set the stage for planning in Oregon Department of Education/RMC Research Corporation's *Planning a Schoolwide Program* (1997, October), Chapters 2 and 3. See Resource I for other available resources to support the implementation of the school's needs assessment.

[6] See WestEd (1996), p. III-15-18 for further details.

A CHECKLIST FOR CREATING A SCHOOL PROFILE

- **Decide what you want to measure and report.**
- **Determine who will be responsible for organizing, developing, and updating the profile.**
- **Develop a management system for collecting and organizing the data in the profile.**
- **Be selective about the type and amount of data to collect.**
- **Take a baseline assessment of the data available in each area of focus.**
- **Determine any additional information that is needed and the procedures for collecting it.**
- **Write a narrative to support the story the data present; use varied formats for illustrating the narrative with charts, graphs, and tables.**
- **Arrange to print the profile, if necessary, in the several languages of the school community. Distribute it through libraries, community and parent organizations and students.**

Bernhardt, 1994

Oregon Department of Education/ RMC Research Corporation, 1997

them? What topics attract the largest groups of participants? Who participates? What follow-up takes place? Are teachers working as collaborating team members and mentors? What instrument can reliably assess the extent to which teachers are collaborating? What can be done to further promote and enhance collaboration among teachers?

- **Family and Community Involvement:** In what ways are parents and the community involved in meaningful activities that support students' learning? How are parents and the community involved in school decisions? Are health and human services available to support students and encourage healthy family relationships? If families speak languages other than English, are school messages communicated in those languages? Do services for families include students with disabilities, both physical and educational? Can parents develop their own parenting skills or gain access to other educational opportunities through the school?

- **School Context and Organization:** How large are classes? Is adequate time devoted to subjects in which students perform poorly? Do teachers have a voice in decision making and school policies? What role do teachers have in deciding what assessments we will use to evaluate individual students or the program as a whole? Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Profiles convey a descriptive picture of the school. The documents should be substantive, based on reliable information, and presented in an easily understood manner, using charts and table formats. If the profile is not too long, it will appeal to many audiences. It is more likely to be used if the information is presented in varied formats, with the most important points first. For example, Blanco School in Langlois, Oregon, serving 237 students in pre-kindergarten through eighth grade, effectively used its school profile to engage its small community of rural families in dialogue about the school. The opening page of Blanco's school profile challenges readers to consider the following questions and to suggest other important aspects of "the Blanco Experience" that could be included in future profiles:

- What is working well at Blanco that we can build on?
- What is not working well and needs to be modified or changed?
- Who is falling through the cracks?

The Blanco profile summarizes information about students, families, and the socioeconomic status of the community; details about the school's curriculum, guidance program for individual students, and extra-curricular

activities; the results of surveys of parent and student attitudes and involvement; and longitudinal results from the Oregon Statewide Assessment.

Determining Data Collection Methods and Plans[7]

After the team completes the school profile, members can assess what additional data must be collected. Using many sources and types of information on the school and its students will yield the most accurate picture of students' educational needs.

Data sources include school and district records and reports; statistics from community-based organizations; face-to-face or telephone interviews; focus groups; classroom and schoolwide observations; examples of students' work; and evaluation results. A uniquely personal but powerful way to understand a school is to shadow students as they follow their schedules to experience what a day feels like to students with different educational needs. Shadowing students can be as useful for teachers and administrators as it is for parents.

The information a planning team collects and the methods used to collect the data depend on available fiscal and human resources. Planners can save time and money by using or adapting pre-developed, standardized, or locally developed surveys or interview protocols, as long as the tools and methods for collecting information are appropriate for the setting. For example, lengthy written surveys are not appropriate for parents who lack formal education or have limited knowledge of written English. Focus groups may be useful in this situation. Focus groups elicit opinions about school needs from individuals who reflect diverse viewpoints. Focus groups work well with many types of stakeholders—teachers, parents, students, and community members. The exchange among peers raises ideas and concerns that may not emerge from other data collection approaches. One or two discussion leaders should lead the focus group informally, using a conversational style. Serving a light snack may help promote thoughtful candor, as well.

On the other hand, focus groups are not useful if cultural traditions discourage families from speaking openly about problems in public. Instead, a school might select among varied data collection methods that respond to a community's styles to generate more accurate and detailed information. Often it is also effective to ask colleagues or parents with strong credibility among key school constituencies to lead the data gathering—by signing a letter of introduction or leading focus groups—in specific communities.

[7] Many resources are available to guide planning teams on preparing evaluation instruments; conducting surveys, interviews, and focus groups; and collecting other forms of evaluation data. Thus, we have minimized the detail we provide about this important component of the needs assessment. Herman & Winters (1992) and Wagner, Fiester, Reisner, Murphy, & Golan (1997) are both comprehensive and accessible resources for novice researchers. Sage Publications, Inc. (2455 Teller Road, Thousand Oaks, CA 91230-2218, 805-499-9774) distributes the *Program Evaluation Kit*, a practical and easy-to-use guide to planning and conduction all aspects of program evaluations.

A CHECKLIST OF ISSUES TO CONSIDER ABOUT COLLECTING INFORMATION

- **Do data collection tools (surveys, etc.) need to be newly developed or "piloted" before they are used widely?**
- **Are tools for collecting information easy to use? Do they gather data in a format that is easy to summarize and analyze?**
- **Have different stakeholder groups been included in selecting the tools, deciding about sampling and collecting data, and planning to analyze and report results?**
- **What plans have been made to report the results of data collection so they can be understood easily by interested parties and, when necessary, translated into the languages of parents whose children attend the school?**
- **Where will the raw data (notes from interviews, original questionnaires, etc.) be stored so that the responses are kept confidential?**

POTENTIAL SOURCES OF INFORMATION

The following types of individuals can be surveyed, interviewed, or consulted in focus groups:

- **Teachers**
- **Administrators**
- **Clerical and operational support staff**
- **Counselors, psychologists, social workers**
- **Parents**
- **School volunteers**
- **Health services workers**
- **District office officials**
- **Mentors and partners**
- **Neighborhood businesses**
- **Students**

Planning teams also need to determine whether to collect data from the entire school population—all parents, teachers, administrators, and major community participants—or from a systematic sample. A good rule to follow is that if the group being surveyed is small (typically fewer than 30 individuals), asking for everyone's response will ensure that each point of view is represented. For larger groups, it may not be as important to survey the total group directly. Of course, some people may view the planning process with suspicion if it is not fully inclusive, especially if controversial issues are involved, so decisions about sample size are important and should be made carefully by planning team members who know the faculty and community well.

Tool #4: Conducting a Comprehensive Needs Assessment: A Management Plan helps teams think about and manage data collection for needs assessments. The tool has two parts. The first part guides decisions about data sources and is organized around the dimensions used in a school profile. The second part helps teams determine what data will be collected, when, and by whom, and how the information will be analyzed.

Collecting Data and Summarizing Evidence

Good planning makes the process of collecting and analyzing information more efficient. For example, if your team decides to use or adapt existing surveys, questionnaires, and other tools for gathering information, it's a good idea to try the instruments out with people in your school to make sure they are easy to administer and the questions they contain elicit accurate information. Experienced planning teams offer the following tips:

- Make sure questions are phrased appropriately and every question is necessary. Be sure to proofread forms.
- Explain the purpose of each data collection strategy. Some teams write letters explaining the purpose of each activity and why these questions are being asked. The letters should also describe how the information will be used, emphasizing the fact that participation is voluntary.
- Assure those surveyed that their individual answers will be kept confidential.
- Give people enough time to think about their answers and return surveys without being rushed.
- Be available to answer questions.
- Make sure every data collection tool is brief and to the point. Although information gathering is important, try not to collect more information than your team can handle.

- Think about how your team will summarize the information that the tool will generate.

After selecting surveys and other data collection tools, make logistical arrangements for obtaining and summarizing the information. This involves: (1) duplicating and distributing data collection forms, (2) identifying individuals to be surveyed or interviewed, (3) planning ways to receive the information and follow up with people who have not returned surveys or responded to requests for interviews, and (4) determining how to tabulate information and display the results in charts or graphs.

As information forms, interview notes, or focus group summaries are returned to the subcommittee or the planning team, team members collate, count, and record the results in a format for easy analysis. This is a process researchers call "cleaning the data." To protect individual privacy, no names or potentially identifying demographic information should appear on questionnaires or other data collection sources.

Subcommittees of the planning team can decide on formats for arranging information so it relates to specific questions, but core team members should actively guide the actual interpretation and presentation data. One way to clarify the process of organizing information is to arrange it in the categories used by the school profile. Charts, tables, and tally sheets also help organize data in ways that reveal patterns and highlights.

Before the planning team distributes any information or draws conclusions from the data, committee members should review it closely. Can the summaries be read easily and understood by varied audiences? Do the results reveal clearly explained program strengths and needs so that new goals can be set? At this stage, planning team members should try to identify any possible sources of confusion and recast the way the information is presented to encourage an objective and accurate analysis.

Analyzing Program Needs and Setting Goals

Moving from data collection to planning specific goals is a labor-intensive activity—and it is not a linear process. Data can be contradictory or unclear, requiring extensive discussion to determine their implications. Using more than one set of reviewers to examine the data ensures a more accurate analysis and more appropriate responses or recommendations. It is also a good idea to work slowly, over several weeks or months, so the planning team can sift information, reflect on its meaning, and debate its implications before drawing conclusions or designing plans.

Analyzing data is one of the most important steps in the needs assessment because it determines the planning team's goals for reconfiguring teaching

SAMPLE DATA COLLECTION ACTIVITIES

P.S. 172 in Brooklyn, New York, followed these data collection activities for needs assessment during its schoolwide program planning phase:

- **Examined student achievement data**
- **Examined classroom performance**
- **Reviewed staffing patterns and class size**
- **Reviewed parent involvement**
- **Surveyed parents' perceptions about grouping, team teaching, and extra-curricular activities**
- **Reviewed the adequacy and effectiveness of professional development activities**

and learning in the school. Data analysis should seek to answer the following types of questions (WestEd, 1996, p. III-22):

- What are the strengths and needs of the current educational program in our school?
- Does the evidence support our assertions about strengths and needs?
- What more do we need to know? If more information is needed, how will we follow up?
- What priorities does the information suggest?
- What did we learn about how needs vary for different groups in our school—for example, among girls and boys, various ethnic groups, students with limited English proficiency or with disabilities, migrant students, or new immigrants?
- From our review of the data, can we state student needs in ways that specify goals, benchmarks for progress, and outcome expectations in measurable terms?

After preliminary, open-ended discussions of these issues among subcommittee members, the findings should be summarized. Because it is difficult for a school to address many large issues in any one year, most planning experts suggest that teams prioritize the major topics they will address and begin with just one or two major issues the first year, setting longer-term goals or focus areas that can be addressed two or three years down the road.

When these activities have been finished, the comprehensive needs assessment step is complete. The planning team is prepared to explore and verify the underlying causes for each identified issue and to select appropriate solutions and goals. The team is ready for the next planning step—prioritizing areas of focus based on the urgency of the issues and problems just identified.

think about this...

Turning Community Goals into Comprehensive School Change

Chugach School District, Anchorage, Alaska

When superintendent Roger Sampson and assistant superintendent Richard DeLorenzo came to the Chugach district in 1994, they realized their highly diverse school system needed a unified vision. The district serves 150 pre-K–12 students who live in four isolated sites, within 20,000 square miles in Prince William Sound. Half of the students are Alaska Native Aleuts, and half are white. The unemployment rate is more than 50 percent, and 70 percent of students live below the poverty line.

With help from the Northwest Regional Educational Laboratory/Comprehensive Region X Assistance Center, school staff in Chugach adopted a model for community dialogue about school improvement called Onward to Excellence. The district's adaptation of this model is known as Alaska Onward to Excellence (AOTE).

Community-based planning is important in Chugach because many students must learn to succeed in both Aleut and mainstream cultures. AOTE engaged members of both cultures within the districts, schools, and communities, and united them around four shared goals: (1) a focus on student learning, (2) a commitment to improving education, (3) a belief that schools should support everyone in learning together, and (4) a commitment to measuring student achievement and using the data to improve teaching and learning. The ideas proposed in community discussions became the foundation of the district's and the schools' comprehensive plans. Chugach villagers requested that schools meet the needs of individual students, ensure healthy personal and social development, emphasize competence in 10 basic skills, and provide a smooth transition from school to an economically self-sufficient life.

"If you can have good dialogue about what your vision looks like, and have the community's support and buy-in, the community will...make that vision happen," DeLorenzo says. But bringing a vision to life in a struggling community isn't easy:

> Building that trust and bond...was critical. They needed to know someone was listening. The most unhealthy communities can articulate their needs very clearly, but it is difficult for them to be active participants in changing their condition. Healthier villages are more able to support the changes that need to occur. It's a paradox. Those who need it most have difficulty working the changes along.

Using information gathered from every school, district planners examined data about students and their academic needs. The effort paid off when every school in the district tied its own vision and core competencies into a unified program plan. A leadership team composed of school board members, administrators, business people, teachers, and parents set up a K–12 system of competency-based education in 10 content areas and agreed on proficiency levels that all students must reach. "Before, we didn't even know the targets, and now we've created a developmental report card that not only reflects those targets but makes clear what they look like when the students get there," DeLorenzo notes.

Chugach supported the changes with extra professional development—approximately 30 days of inservice training a year for most teachers and staff, focusing on modeling best practices for instruction. The training is provided by consultants, with support from a combination of local, state, ESEA, and U.S. Department of Labor funds and special grants.

STEP 3: CLARIFYING NEEDS AND FINDING RESEARCH-BASED STRATEGIES

Once the data from the comprehensive needs assessment are in, the planning team should begin devising specific changes in the instructional program and pupil services. At this stage, the team will want to encourage everyone to let their ideas loose and THINK BIG.

Understanding Needs and Identifying Possible Solutions

Tool #5: Analyzing Program Needs and Setting Goals is one resource for reframing different areas of focus, first to understand a school's strengths and then to define its needs and challenges. This tool includes a column for indicating the source of the problems that the needs assessment revealed. Understanding the causes of problems enables team members to use hard evidence to support their solutions and to tailor solutions to fit exact circumstances.

Much of a planning team's time will now be invested in sorting out priorities, problems, and solutions. Both problems and solutions may be pinpointed by drawing on various perspectives and by looking for inconsistencies in the way programs are currently implemented across the school. One school identified the following issues and solutions in connection with an overall problem of low reading achievement:

Focus Area—Student achievement: Low reading achievement[8]

Possible Problems	Possible Solutions
Reading curriculum is not coordinated across grade levels	• Adopt a research-based program that supports cross-grade consistency • Revise curriculum guidelines to increase program consistency • Provide common professional development across the grades • Select and purchase new instructional materials
Hispanic and African American boys show persistently poor performance	• Disaggregate all test data to determine areas where performance is weakest • Examine the reading materials to determine if they hold interest for the poorest performing students

[8] This example was adapted from Oregon Department of Education/RMC Research, 1997.

Hispanic and African American boys show persistently poor performance *(cont'd)*	• Involve parents of those students in focused workshops to address identified problems • Bring mentors or tutors into the school and assign them to Hispanic and African American students with the greatest needs.
Assessment methods conflict or are a poor match with instructional practices	• Select or develop assessment tools that match the curriculum • Develop and implement a student portfolio system • Assign cross-grade level teams to define common rubrics and standards • Improve the consistency of grade reporting across grades and teachers
Curriculum materials are outdated and do not reflect current teaching philosophy and methodology	• Send a delegation to the state's annual meeting of the International Reading Association to bring information about curriculum options to review • Convene a parent/teacher committee to review current curriculum materials to identify those that need replacement • Locate an updated reading program with greater emphasis on literature and writing • Prepare "book bags" for students to take books home to parents to read on a weekly basis
Skills are not reinforced with at-home learning activities	• Conduct parent workshops to suggest greater parent involvement strategies • Distribute a Reading Newsletter to parents keeping them informed of school reading activities

A planning team can expect to complete an exercise like the one above for each of the priority areas that it identifies. The needs and solutions identified in this way can directly guide development of the schoolwide program's goals and plan.

Keep in mind that some solutions may be large scale, such as adopting a comprehensive, research-based program. Others may be more incremental but just as important—such as adding extra professional development or

extending learning time in a thoughtful way. Often, small changes can have a significant impact. Improving coordination across grades or among teaching teams can increase the continuity of learning for students and catch students who are falling through the cracks. Improving strategies for communicating with parents can overcome weak links with families. Reaching out to the community can build relationships with businesses that are willing to mentor students or help fill a technology gap. The state and local support systems described in Section IV can help planning teams sort through these and other possible solutions and learn about opportunities they may not have previously considered.

Some schools address their identified needs by incorporating strategies that individual teachers have found successful over time with practices validated by research. Other schools turn to research organizations and networks or consultants who develop education programs to help them find the new instructional options they need. Teams that look outside the school for help should expect consultants to demonstrate why their models are a good match for the educational needs identified during the school's needs assessment.

- **Barnes Elementary School** in Beaverton, Oregon, identified literacy as its schoolwide focus while planning with the Accelerated Schools Project. Barnes' affiliation with that network increased community involvement and identified professional development opportunities that supported high-quality language arts instruction. All teachers at Barnes are trained in early literacy, whole-language methods, and assessing students' development along a continuum of behaviors. Barnes also offers a bilingual immersion program and activities that celebrate Spanish language and culture.

- **King Middle School** in Portland, Maine, adopted the Expeditionary Learning/Outward Bound model to create an interdisciplinary, project-oriented middle school program. Students in heterogeneous groups collaborate on in-depth "expeditions"; their learning culminates in demonstrations and exhibits. King also consulted research on middle school reform and "looping," a process that keeps teachers with the same group of students for at least two years.

- **Patterson High School** in Baltimore collaborated with the Center for Research on the Education of Students Placed At Risk to design reforms that would foster a safe, serious climate for learning and improve staff and student attendance. Patterson established a transitional ninth grade in which interdisciplinary teams of four or five teachers work with 150-180 students in a block schedule with common planning time. After ninth grade, students may enroll in Career Academies developed by fac-

ulty on the basis of their instructional strengths, students' interests, and labor market opportunities. Each academy offers a common core of demanding academic courses plus an appropriate blend of career applications in Arts and Humanities, Business and Finance, Environmental Sciences and Aquatic Studies, or Engineering Technologies.[9]

Educators who have used outside research organizations offer the following tips for maximizing the usefulness of such collaborations:

- Closely scrutinize brochures or public relations material to determine their match with identified school needs
- Insist on seeing solid, research-based evidence of an innovative program's success before considering adopting it
- Have faculty and school community members read and review program options with the eye of a critical consumer
- Ask publishers and commercial program developers for the names of schools with similar populations where their programs have been implemented
- Visit some of these schools or communicate with their principals and teachers by telephone or e-mail to learn the program's strengths and weaknesses

Most teachers and other school staff have an intuitive understanding of the problems and solutions unique to their schools. Try to avoid using only these intuitions to judge whether an appealing program actually addresses the needs of your students. WestEd (1996, p. III-23) reminds program planners that brainstorming ideas about how to address needs is very important, but making selections about which ones to implement without careful consideration of their merits and shortcomings can spell disaster.

[9] This example was adapted from LaPoint, Jordan, McPartland, and Towns, 1996.

Goals are the roadmap for schoolwide improvement—the basis for implementing solutions and evaluating their effectiveness. Clear, unambiguous program goals are essential, but to be effective, they should be:

- Few in number—between five and 10
- Focused on student academic achievement
- Include some that target core curriculum areas
- Unambiguous, realistic, and measurable
- Built on strengths as the basis of improvement
- Achievable within a reasonable time frame

A schoolwide program's goals focus improvement efforts on helping students achieve challenging state and local standards. They should address the educational needs of the entire student population, especially those children who are educationally disadvantaged, migrant, talented and gifted, or bilingual; have limited English proficiency; require special education strategies; or belong to historically underserved populations, including girls and women.

It is a common mistake to set goals that are too vague or too broad. Teams should keep the following principles in mind as they define their goals (Oregon Department of Education/RMC Research Corporation, 1997): A **student goal** is a statement or measurable objective that focuses on what students will learn or accomplish as a result of their participation in the schoolwide program. A **program goal** is a measurable objective that focuses on program areas that will be improved in order to enhance student achievement.

Understanding New Requirements for Schoolwide Programs

Although ESEA does not require any specific program components, the reauthorized law [Section 1114(b)(1)(B) of Title I] does require schoolwide programs to identify in their plans effective strategies that:

- Give all students in the school the opportunity to meet the state's proficient and advanced levels of student performance—for example, by providing an extended school year, before- and after-school programs, and summer programs
- Provide an enriched and accelerated curriculum
- Meet the educational needs of historically underserved populations, including girls and women

DEFINITIONS OF THE KEY ELEMENTS OF GOAL STATEMENTS

Baseline
The current level of performance

Goal
What you want to happen (e.g., increased reading comprehension, increased parent involvement)

Outcome Indicator
The measure you will use to demonstrate success

Standard or Performance Level
The level of success that shows substantial progress

Time Frame
The timeline for accomplishing the goals, indicating how much progress you hope to achieve after one year, two years, and three years

- Provide instruction by a highly qualified professional staff
- Support continuing, intensive professional development for teachers, support staff, administrators, paraprofessionals, and, when appropriate, parents
- Implement strategies to increase parent involvement[10]
- Develop plans to help children with the transition from early childhood programs to elementary school
- Involve teachers in decisions about assessments
- Provide timely assistance to students who experience difficulties mastering the state's standards

Connecting Goals and Implementation Plans

After the planning team and subcommittees have reviewed information on possible strategies for addressing priority needs, it is time to formulate an action plan. The team should begin by conferring with the faculty as a whole to verify widespread commitment to the recommended schoolwide program goals and to ensure that the goals directly address the problems identified earlier.

Tool #6: Summary of Projected Schoolwide Program Goals is a worksheet on which teams may record the goals they have identified as priorities for the initial schoolwide plan. *Tool #7: Goal Implementation Worksheet* guides teams in fleshing out plans for reaching the goals, using the following questions:

- Is the goal for this focus area clear and measurable?
- How will the goal be achieved for all students in the school, especially those who are the beneficiaries for the ESEA programs included in the schoolwide program?
- What are the achievement benchmarks that will be expected in years 1 and 3 of the schoolwide program?
- What professional development will be implemented to achieve the indicated goal?
- What technical assistance providers will be called on to offer or support the professional development associated with meeting this goal?
- What additional resources—human and fiscal—will be needed to meet this goal (e.g., teaching specialists, textbooks, tools, technology, software), and what funding is available to obtain these resources?

[10] Two resources developed by ED are especially useful for increasing the role of parents in schoolwide programs. See ED, *A Compact for Learning* (1997) and Funkhouser & Gonzales, *Family Involvement in Children's Education: Successful Local Approaches* (1997).

- What are the timelines for implementing activities to meet this goal?
- What role(s) will parents and the community play in achieving this goal?

This is a good time to recheck the connections between identified problems, goals, and plans for action. For example, if reading scores are low across the school, is the proposed goal sufficiently comprehensive to address many components of the reading problem? Are *all* students' reading needs considered, especially those who are the targets of the ESEA programs included in the schoolwide plan? If scores for African American boys are especially low, how will professional development for everyone in the school address that issue? How are parents and the community part of the implementation plan for achieving that goal? Are African American families part of the planning teams? Are mentors from the community part of the proposed implementation plan?

Setting Goals and Aligning Them with Strategies

In the early 1990s, student scores on state tests at John F. Kennedy Elementary School in Louisville, Kentucky, "were at rock bottom on everything," recalled former principal Jacqueline Austin. In collaboration with the National Alliance, one of the New American Schools design teams, Kennedy staff began planning a schoolwide program. A major goal was improving student achievement. "At that time, student achievement was at the center of our thoughts. When we planned anything, the first question was, How is this going to help student achievement?" Austin says.

The school abandoned programs and activities that didn't advance the goal of improving achievement. "Eliminating the add-ons can cause separation anxiety," Austin notes. "But my job as principal was to help people focus on the big picture. We had to let go of something. We did it together and through conversation." Now, all successes at Kennedy relate in some way to high achievement standards. According to Austin, "We talk to children about our expectations. We show them the rubric (scoring guide). We say, "If you want an A, then this is what's required."

The alignment of goals and strategies is paying off. By 1996, scores on the state's mid-point exams were 11 points ahead of the school's goal, and three students had been awarded recognition as Kentucky Scholars—placing them among the top 2 percent of the 140,000 fourth-graders who took the test. In just a few years, the school rose from among the lowest-scoring schools to the top 10 percent.

Because Kennedy students have many personal challenges—many come from families who are in distress or who move frequently, and some live in homeless shelters—the school hired a family resource coordinator to help keep the focus on academic performance. "We can be sympathetic, but we've got to keep academic expectations high. We can give these children extra hugs and love and let them know we care. But when it comes to academic performance, there can be no excuses," Austin concludes.

New American Schools, 1997

STEP 5:
WRITING THE SCHOOLWIDE PLAN

In Steps 1 through 4, a schoolwide planning team will have completed the most significant tasks in preparing a schoolwide plan. The needs assessment collected a comprehensive base of information about the school from the school's primary stakeholders. Team members analyzed the results of their data gathering, sorted out priority needs, researched strategies for addressing the problems, and set program goals. Now it's time to pull all the parts together in a coherent program statement. A good plan elicits everyone's comments. Since the plan will guide the schoolwide program until the next time ESEA is reauthorized, this is not a time to take short cuts. It may be useful for the core members of the planning team to retreat to an isolated location for several days to concentrate on drafting a plan that the team can distribute broadly for review. Although a small subgroup may create the first draft, it is important to have open dialogue about proposed changes. Experienced planners suggest making all drafts available for widespread comment before the plan is finalized.

Tool #8: Step-by-Step Framework for Developing a Schoolwide Program Plan can guide this final step. *Tool #9: Finalize Your Schoolwide Plan: An Evaluation Rubric*, developed by consultants in the Iowa Department of Education, is a framework a school can use to reflect on the quality of its plan. Iowa's "three-star" system for evaluating schoolwide plans suggests qualities that distinguish exceptional schoolwide plans.

Because the plan describes a *schoolwide* program, it should subsume all other plans that address individual programs within the school. In many cases, these other plans will contribute vitally to the schoolwide program, but this particular plan should bring focus and coherence to all previously separate aspects of the school.

States and districts vary widely in their requirements for schoolwide program applications. The plan outlined in this Idea Book is adapted from guidelines the Oregon Department of Education developed in collaboration with RMC Research Corporation (Portland, Oregon, office). The key components we address are: (1) the combination of ESEA program funds; (2) ensuring a solid research basis for solutions; (3) data-based evaluation, accountability, and continuous improvement; and (4) ongoing program development and coordination. Don't forget to check these elements against your state and local requirements to see if additions or adjustments are needed.

Combining Program Funds

As described in Section II, one of the significant advantages IASA created for schools that adopt schoolwide programs is the flexibility to combine

federal, state, and local funding sources into a single budget that supports programs and activities. Funds from all parts of ESEA may be combined with other federal education programs, including the Carl D. Perkins Vocational and Applied Technology Education Act, School-to-Work Opportunities Act, McKinney Homeless Assistance Act, IDEA, and other programs.

This flexibility creates broad opportunities for schoolwides to integrate many dimensions of their education programs. Federal education funds can be combined with state and local funds as long as the resulting programs meet the "intent and purposes" of each of the individual funding streams.

Because this funding flexibility is new, schools, districts, and states are gradually exploring the best ways to maximize the opportunity while also meeting state and local auditing requirements. Many knowledgeable program specialists may be just learning about how budget flexibility and combining funds can benefit a schoolwide program. *Tool #10: Title I, Part A of Improving America's Schools Act* compares the schoolwide program options with the more traditional "targeted assistance" Title I option. For additional information, contact state and federal education officials.

Planning Changes on a Solid Foundation of Research

The new instructional program contained in a schoolwide plan should be based on the best available information about teaching and learning for students who have not yet achieved high standards. Planning teams can learn about education models, programs, and strategies from several sources. Comprehensive Centers and Regional Educational Laboratories are available to serve schools and districts in every region of the country.[11] They are especially well-equipped to guide schools through the change process.

Technical assistance providers at each federally-supported Comprehensive Center have developed a wealth of information that takes schools through every aspect of schoolwide planning. For example, the Northwest Regional Educational Laboratory (NWREL), with assistance from the Education Commission of the States, has developed a Catalog of School Reform Models that supports schools, districts, states, and others as they implement research-based comprehensive reform and demonstration programs. This catalogue can be obtained directly from NWREL (**Web site:** www.nwrel.org/scpd/natspec/catalog).

Among the specialized resources available from WestED, the Region XI Comprehensive Center (**Web site**: www.wested.org), are the following:

[11] The addresses, phone numbers and Web sites for Regional Educational Laboratories and Comprehensive Centers that serve very state and district are listed in Resource IV at the conclusion of this Idea Book volume.

FOR INFORMATION ON FUNDING FLEXIBILITY

Companion Document:
Cross-Cutting Guidance for the Elementary and Secondary Education Act
U.S. Department of Education
1996

Improving America's Schools Act of 1994
Pub. L. No. 103-382
1994

Individuals with Disabilities Education Act Amendments of 1997
Pub. L. No. 105-117
1997

Policy Guidance for Title I, Part A: Improving Basic Programs in Local Educational Agencies
U.S. Department of Education
1997

Questions and Answers on Certain Provisions of Title XIV of the Elementary and Secondary Education Act of 1965
U.S. Department of Education
1997

- *Focus on School Improvement*—a guide for educators, parents, and policy makers to use in planning. Incorporating the research literature on effective planning process, this resource offers a brief but coherent seven-step improvement framework.

- *Schoolwide Reform: A New Outlook*—a two-volume set to assist in planning schoolwide reforms. Developed specifically for schools planning or implementing the schoolwide option under Title I, these materials also offer an in-depth resource for any school engaged in reform efforts. The guide includes a videotape, information on planning strategies (especially the needs assessment process), examples of innovative schoolwide approaches, and transparencies and activities to direct planning.

- *Educating Limited English Proficient Students: A Review of the Research on School Programs and Classroom Practices*—a paper that summarizes a substantial body of research on effectively educating English-language learners.

- *Rebuilding Schools as Safe Havens: A Topology for Selecting and Integrating Violence Prevention Strategies*—a guide that covers the steps necessary to safeguard schools and to select, integrate, and streamline violence prevention policies and practices.

Regional Educational Laboratories such as RMC Research Corporation and WestED, and others, also develop planning resources for schools to show how ESEA programs can be coordinated with other funded programs using research-based strategies. In *Linking ESEA and Service-Learning: A Planning, Implementation, and Evaluation Guide* (RMC Research, 1997), RMC summarizes the major ESEA programs and presents strategies for combining and coordinating schoolwide program components. The guide also introduces school planners to the basics of both ESEA and service learning and explains how service-learning approaches can be used in schoolwide programs to increase academic learning and program innovation.

School-based study groups, led by teachers and including parents, can review articles and books, visit schools, and contact presenters from past conferences or staff development programs. The World Wide Web is an invaluable resource, as are many districts' professional libraries. Data on the success of established programs and models are often only a telephone call away. Among the sources to consult are the following:

- District and state education agency offices

- Regional Educational Laboratories, Comprehensive Centers, universities and colleges, national research networks

- Books, articles, and professional journals

"We use the philosophy that every difficulty can be a gift. We ask what gift is there in that situation?... Allowing people to be creative gives the gift of freedom to explore new opportunities."

Myra Whitney, Principal
Douglas Elementary School
Memphis, TN

WHY SHOULD SCHOOLWIDE PROGRAMS MONITOR THE PROCESS OF CHANGE?

Late in 1997, Niagara Falls City School District reflected on its year-long accreditation process for the Middle States Association of Colleges and Schools. The Niagara team summarized what most thoughtful schoolwide planners experience: "[T]he road to quality is not always an easy one. Checkpoints need to be in place all along the way that cause us to stop, to look, and to assess whether or not what we are doing is getting us where we want to go."

Niagara City Schools, 1997

- The school's staff and its community
- The Internet
- Other schools or communities with evidence of success

At the conclusion of this volume is a comprehensive list of contacts in each of these categories that can assist planning teams. In addition, the schools profiled in Volume II of this Idea Book welcome the opportunity to share what they have learned about good practices and strategies; contact information for them is also at the end of both volumes.

Data-Based Evaluation, Accountability, and Continuous Improvement

Two evaluation activities—monitoring students' progress toward challenging state and local academic standards and tracking a school's progress in implementing its goals—provide the information schoolwide programs need to show results to their stakeholders and to continuously improve their efforts. Because evaluation is so critical to the ongoing success of a schoolwide, it is an important element to build into a schoolwide plan. In fact, planning, implementing, and monitoring are stages in a continuous process of using data on student and school performance to improve practices and programs. This section addresses the aspects of continuous improvement that help determine the contents of a schoolwide program plan. For a more in-depth discussion of accountability and continuous improvement, please see Section V.

Schools have many resources for evaluating students and education programs. Challenging education standards for all students, accurate ways to measure achievement, and a commitment to accountability are the basis for continuous improvement in schoolwide programs. Useful measurements of student academic progress can include scores on standardized and teacher-developed tests, portfolios of student work, class grades, and attendance data. Schoolwide plans that call for several types of assessments will generate a variety of information that can improve weak components of a school or classroom and keep strong components healthy.

What are the assessment requirements for schoolwide programs, especially for students with special needs? The same standards, assessments, and school improvement requirements that apply to Title I, Part A programs also apply to schoolwide programs. The same assessment procedures are to be used for all students to determine a school's progress toward helping students meet the state's challenging academic standards. Of course, individualized assessments are entirely appropriate as part of the school's instructional plans for students.

As of July 1, 1998, IDEA requires that all state or districtwide assessments of student achievement encompass all students, including those with disabilities, unless the student's individualized education program (IEP)—an educational plan for the student prepared by a team knowledgeable of the student's educational abilities and needs—provides that the student should be exempted from such assessments [Section 612(a)(17), 111 Stat. 67]. IDEA requires that IEPs include a statement specifying the necessary modifications in the administration of state or districtwide assessments that would allow the child to participate in assessments. If the IEP team determines that a student with disabilities will not participate in a particular state or districtwide assessment (or part of such assessment), the IEP must include a statement of why that assessment is not appropriate for the child, and describe the alternative method by which the child will be assessed [Section 614(d)(1)(A)(v); 111 Stat. 84].

A small number of students have IEPs specifying that they should be excluded from regular assessments. IDEA requires the state or local agency first to develop guidelines for the participation in alternate assessments for those children whose disabilities keep them from participating in state and district assessment programs; and second, beginning not later than July 1, 2000, to develop and conduct those alternate assessments [Section 612(a)(17)(A); 111 Stat. 67].

The IDEA requires that students with disabilities be provided with appropriate test accommodations, where necessary, in state and district assessment programs. The individualized determinations of whether a student will participate in a particular assessment, and what accommodations, if any, are appropriate should be addressed through the IEP process and included in the student's IEP. For students with disabilities not covered by the IDEA, but having an educational plan under Section 504 of the Rehabilitation Act of 1973, the determination of whether to participate in a particular assessment, and what accommodations, if any, are appropriate, should be made in accordance with that plan.

Students with limited English proficiency (LEP) should ordinarily be included in state or district assessments of student achievement. When LEP students are included in assessment programs, they must be included in ways that are valid and reliable, and they must be afforded appropriate accommodations. Although Title VI of the Civil Rights Act of 1964 does not require the inclusion of every LEP student, a strong educational or psychometric justification would be needed to exclude these children. For example, if a reading test is designed to measure proficiency in reading English, a professional judgment might be made that this test will not render valid results for students who have not had sufficient instruction in English.

" The hard piece [of schoolwide reform] is to make sure there is always a focus on the special needs of the specific populations such as those most at risk and limited-English speaking."

Lynette Porteous, Principal
Ben Franklin Middle School
San Francisco

Educationally appropriate accommodations must be provided to LEP students. Depending upon the nature and purpose of the test and the particular needs of an LEP student, appropriate accommodations may include extended time, providing a valid and reliable version of the test in the student's native language, and bilingual dictionaries.

Tool #11: Ensuring the Quality of Student Assessments: Validity, Reliability and Fairness gives background information about the technical standards that assessments should meet. This tool also suggests strategies for assessing early learning and for making appropriate testing accommodations.

Accountability measures needed in a schoolwide plan:

- ***Annual measurement of student progress***
- ***Teachers making assessment decisions***
- ***Reporting to parents and community***

Accommodations for students with disabilities and LEP students can be divided into four general types: (1) changes in the way a test is presented or administered; (2) changes in how a student answers the questions (e.g., orally, in braille, or on large braille answer sheets); (3) changes in the timing or scheduling of the test; and (4) changes in the setting in which the assessment is administered.

In most cases, the same accommodations that teachers make during instruction are also effective during the assessment process. If students receive extra time to finish assignments, use special visual equipment, or work alone to complete assignments requiring great concentration, these accommodations are logical ones to make during assessment. However, it may not be appropriate to explain directions, read text, or give feedback on the correctness of a response, unless this is specified in a student's IEP or Section 504 plan. Accommodations should be determined case-by-case, based on the student's needs and characteristics rather than on the type of disability or the degree of limited English proficiency.

The chart on the next page indicates ways to accommodate children's assessment needs. These examples do not represent the full range of accommodations that are available. For more information, contact your local SEA. The U.S. Department of Education's Office of Special Education Programs has a cooperative agreement with the National Center on Educational Outcomes at the University of Minnesota to study and provide information regarding the inclusion of students with disabilities in statewide and other assessments. The center can be reached at: NCO, University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455; or, call (612) 626-1530 or visit Web site: www.coled.umn.edu/NCO.

What accountability measures are needed in a schoolwide plan? Under ESEA, a schoolwide plan should specify the procedures the school will use in monitoring its progress, including procedures that meet any state requirements. In particular, schoolwide plans must specify:

- Procedures for measuring and reporting student progress on an annual basis
- Strategies for including teachers in decisions to use assessments that supplement the state assessment system
- Plans for reporting the results of assessments to parents and the community

How can data be used to analyze and monitor progress? Assessment data can be particularly useful when separated into information for particular populations—for example, by gender, major ethnic or racial category, level of English proficiency, migrant student status, disability, or economic status—which can be compared over time and across groups. This level of analysis is not currently required of schoolwide programs in all states; but if it is possible to include this step in your plan, teachers will gain a tool for understanding which groups are benefiting most from instruction and which students need extra attention. For more information on disaggregating and analyzing data, see Section V.

Ongoing Program Development and Coordination

Schoolwide programs are supposed to be comprehensive approaches to serving students in high-poverty communities. Coordination between programs and services is therefore an important emphasis within ESEA. A schoolwide plan should explain how the program will coordinate education activities with other programs and agencies. Possible types of coordination include:

- Helping young children make the transition from early childhood programs (such as Head Start, Even Start, or Title I prekindergarten programs) to elementary school
- In secondary schools, where appropriate, coordinating the schoolwide program plan with programs under the School-to-Work Opportunities Act, the Carl D. Perkins Vocational and Applied Technology Education Act, and the National and Community Service Act of 1990
- Coordinating and integrating parent involvement activities among programs

think about this...

Disaggregating Data to Determine Improvement Goals

A school's overall strength comes from the success of many different components working together—grade-level and subject-matter teams, separate programs, administration and teachers, the community and parents, and support staff. A school's performance may be strong in one component but weak in another. Or, perhaps two components are strong individually but do not work well together.

To untangle these nuances, disaggregate your data. Break the information available from different measurements into individual components. How do various areas of the school work when examined individually? Try to identify patterns in the way programs are conducted and in the quality and results of key components by comparing performance across grades or student groups. For example, achievement often drops at transition points between the early years and the elementary, middle, and high school grades. Or perhaps there are groups of students whose achievement is persistently weak.

Consider other dimensions of the school that contribute to children's academic performance. Drug use is a threat to many schools, especially as students reach the middle school years. Do your data collection methods obtain information on parent or community perceptions about the potential for drug use in your community? If so, how does the school plan to increase children's safety and ensure a drug-free environment? Should prevention and intervention services be a priority for the school?

Similarly, parent involvement in schools typically drops significantly in middle schools and in high schools, just when students need adult support. Do your surveys assess various parent and community roles in the school? If your analysis reveals a sharp drop in parent involvement between two grades, perhaps your schoolwide program should include a school-family-community partnership that will stimulate parent involvement.

As the planning team examines data, consider identifying benchmarks—target goals—the school can aim for at periodic intervals, quarterly or semi-annually. A school can set benchmarks against its own projected achievement targets or use district, state, or national goals, when they are available. Benchmarking is useful because it makes clear the incremental progress school planners should look for as they move toward long-term goals.

Keep in mind that no school is perfect and change takes time. The most important first steps are to examine data thoroughly and candidly and to commit to making reasonable changes that can be accomplished within set timelines.

STEP 6:
FINALIZING THE SCHOOLWIDE PLAN

Ideally, with enough time and adequate assistance, the planning process has stimulated collaboration and commitment within the school and across the community. The final step in planning is to submit the agreed-on draft to these new or strengthened partners to elicit comments from as many stakeholders as possible. Faculty, school support teams, and district or state officials should be asked whether any components are missing. A summary of the plan can go out to parents and community members who will help in its implementation. Members of the planning team can personally contact anyone who asks questions about the plan or offers a suggestion.

Two important lessons about the change process in schools are worth remembering as you finalize your plan:

- The core of teaching and learning is extremely difficult to change.
- Teaching for more effective learning requires a major transformation in the culture of the school and in the relationship of the school to other agencies (Fullan, 1994).

It is no simple matter to reform teaching, learning, and the supporting conditions that "fuel and refuel the moral purpose of teaching" (Fullan, 1994, p. 79). Colorado's Brian McNulty cautions educators to set demanding goals, but to let the process take the time it requires:

> This is a new kind of work and it requires a greater level of communication across the whole school. Our premise is that everyone is responsible for the success of all kids.... That's the cornerstone of what we're all about.... But if that's true, the teacher needs to know that there is a support system immediately available to them, [and that may not] be something that will happen next year.... [Becoming a schoolwide] takes a significant amount of time and energy.... You're really talking about reconfiguring the whole role and mission of these schools.

As educators within schools move beyond the borders of their offices and classrooms to create a new kind of collaboration on behalf of every student, there will be anxiety, uncertainty, and some mistakes. But in opening opportunities for every student to achieve academic success, the risk—of making mistakes—pales against the risk of failing to try.

It is no simple matter to reform teaching and learning and to create the conditions that change schools so that they fully support all students. But the risk of making mistakes pales against the risk of failing to try.

Section IV

High-Quality Technical Assistance and Support for Schoolwide Planning

"People begin by asking, 'Why are you making me change? What's in it for me? What have I done wrong after all these years?' You have to build on these deep-seated inadequacies.... We use child study teams to show teachers that we are giving them more power, not less, but that with power comes more accountability."

Bob Fanning, Director
Flint Hills Special Education Cooperative
Emporia, KS

ESEA makes various kinds of assistance available to schools during the year-long schoolwide program planning period. Section 1117 of Title I, Part A calls on state education agencies to establish comprehensive and integrated systems of—intensive and sustained support and improvement—for schools that choose the schoolwide option. This support ensures that schoolwide programs receive the technical assistance they need to assess student needs and devise strategies so that all students meet high state standards. In addition, the law encourages universities and federal and state regional service centers to collaborate in helping schools initiate schoolwide programs.

Major types of technical support include school support team (SST) systems, distinguished educators, distinguished schools, and other agencies.

SCHOOL SUPPORT TEAM SYSTEMS

School support team systems vary widely. Most include a core group of teachers and administrators who have successfully implemented changes in their own schools. Other members may include technical assistance consultants, university experts, and community advocates. The teams use their combined expertise to help peers who are just beginning the schoolwide process.

No two SSTs function alike; each is influenced by state and local mandates and arrangements. Therefore, such issues as who organizes the teams, criteria for team membership and standards for selection, the time commitment of members, and reimbursement arrangements vary from state to state. This section describes three examples of effective SSTs.

Good SSTs do share many qualities. All members are seasoned practitioners with diverse experiences, talents, and perspectives. They possess many skills that they have applied in different circumstances and contexts. Team membership is not fixed; a team may include teachers, pupil services personnel, and representatives from Comprehensive Centers and Regional Educational Laboratories who have helped schools implement successful schoolwide programs. Members are conversant in the research relevant to schoolwide programs and can use research evidence to recommend changes in instructional methods, to form community partnerships, or to improve student assessment.

Support teams can give school planning teams fresh ideas and feedback on the planning process. Some schools use SSTs to provide professional development or identify resources for changing instruction and organization. After a schoolwide plan is finished, support team members can review the school's progress and help revise the plan.

Example 1: Texas SSTs. School officials in Texas worked through the state's 20 regional education service centers to test their design for SSTs before

sending the teams out to schools in large numbers. One finding stood out: Establishing an atmosphere of trust and mutual respect is the first order of business if a school's staff is to participate in the kind of self-assessment needed for comprehensive school improvement.

In the Texas design, schools that were slated to receive help from an SST first hosted a "pre-visit" from the designated SST coordinator; later, the entire team visited the school. Although the SSTs addressed different issues depending on local needs, they structured their initial visits to help the school through the early planning phases and to bolster the school's decision-making capacity. After the initial visit, support team members conferred with school staff by telephone, helped them obtain materials and resources, and paid follow-up visits as needed. As the support team validated the accomplishments, challenges, and autonomy of the schools they assisted, they modeled important attributes of change agents and facilitators that school-based team leaders soon learned (Ginsberg, Johnson, & Moffett, 1997, pp. 6–7).

The Texas process yielded several different SST models, each of which reflected local needs and incorporated emerging lessons. Across the board, however, support teams found they could be immediately helpful to schools in the following areas (Ginsberg, Johnson, & Moffett, 1997, p. 10):

- Facilitating the development of strong partnerships among schoolwide program stakeholders
- Determining the kind of planning process schools need to develop their schoolwide plan
- Reconceptualizing how Title I and other federal, state, and local programs can work together to support state and local school reform efforts
- Appreciating the school's responsibility to ensure that all children have access to the services they need to meet challenging academic standards
- Helping schools identify research-based strategies that support comprehensive school reform
- Promoting sustained, intensive, high-quality technical assistance that improves the capacity of school staff to work effectively in a schoolwide program
- Identifying measures schools can use to assess needs, academic progress, professional expertise, and capacity building
- Establishing ongoing mechanisms for gauging student progress and for adapting the schoolwide program accordingly
- Developing the management framework that allows school staff eventually to run the schoolwide program on their own

A CHECKLIST FOR MAXIMIZING THE SERVICES OF SCHOOL SUPPORT TEAMS

- **Select team members who together can adequately respond to the strengths, concerns, and goals of the school community.**
- **Invite team members to visit the school so they are familiar with its program. Encourage everyone to look beyond the obvious challenges and to acknowledge the school's strengths.**
- **Prepare staff for these visits by asking them to consider, "What is one thing that an outsider might not know about your school just by looking in?"—and—"What is one thing you are doing at this school that you are most excited about?"**
- **Frame an agenda that makes clear the team's role as a guide and coach, not evaluator or judge. The agenda should also reinforce the school's commitment to academic improvement.**
- **Follow up the support team's initial meeting with school staff with steps that strengthen the foundation for planning.**
- **Use the information from these preliminary steps to help members of the school community identify clear goals for the school.**

Ginsberg, Johnson, & Moffett, 1997, pp. 2–4

Good school support team members share many qualities: they are knowledgeable, seasoned practitioners; they possess many skills that they have used successfully in different circumstances; and they are flexible. Teams may include teachers, principals, district and state administrators, pupil services personnel, staff from Comprehensive Centers and Regional Educational Laboratories or from nearby universities and colleges.

Example 2: Colorado SSTs. The Colorado Department of Education (CDE) elicits nominations for school support teams from school and state agency staff, higher education personnel, private consultants, and others. After being screened, eligible candidates attend a three-day inservice session on the roles and responsibilities of a school support team member, schoolwide reform and change, and other topics pertaining to successful schoolwide programs. After candidates complete the inservice, the CDE selects SST members and distributes profiles of their education and work experience to schools planning schoolwide programs.

As school teams begin schoolwide planning, they review the SST profiles to identify potential team leaders. They then can either contact the CDE for more information or notify the individual directly. Either way, school staff and the team leader confirm arrangements with the CDE.

Once the team leader is confirmed, he or she may begin working with the school. The team leader contacts and meets with the district Title I director to review the district's goals, philosophy, structure, and any other relevant information about programs or policies. It enhances coordination if other federal program directors also participate in this meeting. The team leader then meets with school staff to help with planning. After the school has completed its internal analysis and identified its schoolwide goals, the team leader and school staff identify other team members whose knowledge and skills will be instrumental in developing a schoolwide plan.

After each visit, the team prepares a report and submits it to the CDE. These reports enable the state agency to monitor the effectiveness of SST activities. The state department of education also sponsors monthly SST meetings so members can discuss support activities at individual schools, identify areas of concern, and review CDE policies and procedures. CDE personnel also shadow support teams throughout the year to ensure that teams and schools are working together effectively.

Support team assistance does not end when the CDE approves a school's plan. During the first year of implementation, SST members help schools pilot, evaluate, and revise (if necessary) the plan's components. Again, during this phase, teams document their visits for the CDE so the state agency can tailor its professional development and other support activities to address the needs of Colorado schools.

Example 3: New York SSTs. Like Texas, New York State organizes its school support teams through statewide regional networks. It uses both full-time staff and part-time consultants, who are often practitioners from schools or recently retired principals or teachers who volunteer on the teams.

In schools that are taking the first steps toward change, support team members help assess needs and strengths and guide site councils and teams through planning. In schools with planning experience, support teams identify research-based instructional practices, help integrate those practices into classroom and school activities, and suggest continuing evaluation mechanisms. The SEA recruits and selects SST members on the advice of a statewide, practitioner-based advisory committee. All candidates have experience and success in schoolwide improvement efforts.

Niagara Falls (New York) City Schools turned to its Regional Coordinating Center to help prepare 13 schools to institute schoolwide programs. The district had previously adopted "total quality management" (TQM) as its strategic planning mechanism, so it used TQM to coordinate schoolwide and district planning. The school system combined its ESEA resources with state and local funds to underwrite a districtwide renewal process that began with training for school board members and district administrators, followed by training for principals and their quality site councils.

Niagara Falls's school system first connected schools to state-sponsored assistance teams and then provided its own local support as the planning went forward. Gaskill Middle School principal Gary Meyers reports:

> We had liaisons at the state level, called "angels." If you needed help with your schoolwide program, they helped you get a plan off the ground. The angels were available at statewide conferences to help write strategic plans, understand standards, and [interpret] effective practices.... Also, when we were planning, the district sent someone here to help us. They gave us statistics that aligned our instruction with the state tests and helped us identify the skills we needed to focus on...based on our New York State School Report Card.

According to Cynthia Bianco, Niagara Falls's assistant to the superintendent of schools, all schools in the district now have fully integrated their ESEA programs. "We...weave these programs together strategically into a seamless web of support.... Each one is value added to the basic program.... Title I is not discrete from Title II or Title IV."

Distinguished Educators, Distinguished Schools, and Other Technical Assistance

Along with SSTs, states are identifying distinguished educators and school officials who can help schools plan schoolwide programs. Distinguished educators usually are staff from schools with exemplary schoolwide programs in which children have made substantial progress toward the state's performance standards. Distinguished educators offer intensive and sustained consultation to schools that are farthest from meeting performance standards or developing schoolwide programs. They may serve as members of planning teams or work with planning teams and school staff when special issues arise.

Distinguished schools are schools that exceed the state's definition of adequate progress for three consecutive years and exemplify continuous improvement and achievement. Staff from these schools become mentors for teachers in other schools that are developing schoolwide programs. In return for helping other schools to improve their programs, distinguished schools may receive funds for their own education programs, participate in special projects or professional development opportunities, or recognize and reward exemplary performance among their own staff.

In some cases, districts pool federal, state, or local resources to propel schoolwide planning. The Flint Hills Special Education Cooperative (FHSEC) in Emporia, Kansas, combined funds from seven school districts to create a regional resource to assist participating schools and districts. From participating districts, the FHSEC convened a leadership team of teachers, principals, and central office administrative staffs. Over the course of a year, the school representatives developed a strategic plan with organizing themes for each school's comprehensive planning process.

The participating schools conducted their own needs assessments and devised school-level plans reflecting their own accountability to the regional strategic planning goals. In working and team-building meetings throughout the summer and school year, FHSEC technical experts help the school and district teams to combine resources from multiple funding sources and refocus their instructional programs on students rather than on programs. Several schools are using multi-disciplinary, school-based "child study teams" as a mechanism for understanding individual student needs and for changing teaching and learning to promote high expectations for student achievement.

In one school, the FHSEC team is developing alternative assessment strategies that teachers can use to understand students' educational needs. Multidisciplinary teams continuously assess every child in the school. Classroom teachers (including special educators and ESL/migrant specialists), diagnostic specialists, counselors, social workers, and psychologists meet for four hours a week to assess each student's academic progress, brainstorm intervention strategies, and plan the in-class assistance each student will receive. Parents and community members also serve on the team. The team analyzes and assesses students' needs and then designs, monitors, and modifies interventions as needed. This approach connects support services personnel with teachers and allows the team to build on each member's strengths, creating better services and opportunities for students.

The federal government also supports regional agencies that assist schools and districts. Those with the greatest expertise in schoolwide programs are Regional Educational Laboratories (RELs), Comprehensive Centers (CCs), and Research and Development Centers (R&D Centers). Universities, colleges, and professional associations also provide technical assistance to schools and districts. For more information, see the resource section of this volume.

Good Technical Assistance Builds a School's Own Capacity

At Lincoln Elementary School in Grants Pass, Oregon, strategic planning began almost two years before the schoolwide plan was implemented. After the schoolwide team—including the principal, various staff, and parents—met with Oregon's distinguished educators and consultants from RMC Research Corporation's regional Technical Assistance Center, Lincoln adopted the Oregon/RMC four-step planning process for school improvement. Planners assessed and prioritized needs and defined a mission. The team surveyed the staff and community, examined research, involved parents in data analyses and decision making, and set accountability standards based on reviews of students' work. Members attended national and statewide meetings and contacted university professors to learn more about developing assessment strategies.

"We looked at things holistically, kind of like weaving a rug," a team member reported. The staff—not outsiders—defined the plan but periodically revisited the RMC-recommended process. Before the plan was finalized, more data were gathered, priorities were reorganized, and the whole plan was readjusted by the site council. Every fall and spring, the school updates its plan. "Our focus is on growth rather than on raw scores or arbitrary figures," explained consulting teacher Diane Mease.

Section V

Sustaining Schoolwide Programs through Accountability and Continuous Improvement

What Does Continuous Improvement Mean?

Continuous improvement means asking and answering questions about goals, assessment, progress, and achievement, such as:

- ***What are our standards and overall goals?***
- ***How well are we performing on our standards?***
- ***Are we progressing toward our goals?***
- ***Why are we at our current level of achievement?***
- ***How can we do better?***

It is important to understand that schools operate within a system of classrooms, grade clusters, content areas, and administrative units. Changes to improve one system may affect the quality of education supported by all other layers.

The ultimate goal of any schoolwide program is better results. After the planning and implementation work is done, schoolwide reforms need to demonstrate their successes and identify areas for improvement. Measuring progress, being accountable for results, and making changes based on reliable data are vital aspects of continuous schoolwide improvement. In this sense, experienced school leaders say, schoolwide programs do not have a clear beginning or end—they are works in progress, continuously striving and adjusting to meet ever-higher goals.

When properly implemented, efforts to monitor the progress of school improvement are fully supported by all of the school's partners. School staff members become self-critical and analytic about their practices, and they invite all stakeholders to share their observations and to suggest improvements.

Continuous, data-driven accountability involves school teams in the following activities:

- Combining information from multiple measurements on all groups of students
- Organizing the data to clarify strengths and weaknesses of students and of the entire school
- Disaggregating information on students to determine whether certain subgroups are experiencing common problems
- Modifying improvements already in place whenever new needs and opportunities are identified
- Keeping alert to the implications for the quality of education supported by all components of the school
- Ensuring that colleagues analyze and modify programs based on continuing assessments and analyses

During the early stages of school change, most people will likely need to juggle several jobs at once: their regular teaching or administrative responsibilities and the new task of aligning administration, instruction, and professional development with higher standards. Given this challenge, it isn't surprising that many schools falter on the road to reform. One way of reducing the reform failure rate is to establish continuous progress monitoring as the school's accountability strategy.

Continuous progress monitoring is an ongoing, multiple measurement strategy. To generate useful information, assessment should occur often—at least four times a year—and should draw on several measurement

strategies. Qualitative methods, such as personal interviews and focus groups, combined with standardized tests and surveys, provide in-depth information about the results of reforms. No single survey or all-purpose data collection tool meets the school's total information needs. Furthermore, although multiple measures are vital to tracking the progress of school change, data systems should not be counted on to monitor everything. When making changes, good teachers wisely rely on both their intuition and on hard data. Periodically, however, teachers' perspectives should be validated by outside assessments.

Diagnosing Student Performance by Skill Area

Cabello Elementary School in Union City, California, created an assessment and reporting system with seven performance levels ranging from "pre-readiness" to "independent." The levels are benchmarked as goals for different grades, but students in a particular grade may perform at any level along the continuum. A student progress report identifies the standards and measurable indicators of achievement for each performance level in reading, writing, and mathematics. For each standard, the report card shows whether the student is "accomplished," "progressing," or "emerging," according to specified definitions. At the end of the report, separate tables summarize the student's progress in subject areas and in social and study skills.

A data management system measures student progress on the seven performance levels. Data sources include authentic assessments, teacher observations recorded on checklists and in anecdotes, student work folders, and portfolios of student work that show evidence of progress on the indicators. After each grading period, administrators feed the student data into a schoolwide database that supports data reporting and analysis for the entire student population, for disaggregated populations, and at grade or classroom levels. Database fields include: (1) student name, teacher (current and previous year), gender, birth date, primary language, ethnicity, grade, and date of entry; (2) targeted academic programs in which the student participates and special issues that affect his or her education, such as attendance problems or aggressive social behavior; (3) interventions, such as after-school tutoring, reading support, cross-age tutoring, or language academies; and (4) assessment data, including report card performance levels and achievement on district performance tests. The database also includes progress indicators linked to report card levels. Teachers review the data to identify students who need additional education services.

Another feature of continuous monitoring is that data sources are aligned with program and instructional objectives. The staff within the school are in the best position to select tools for assessing implementation, so they can select measurement instruments that are fully aligned with one another and with the curriculum the school is using in each grade. Assessments can be conducted as frequently as they are needed, depending on student and program needs and on teachers' decisions about when assessments would provide the most useful information. Keep in mind that some groups of students—those at greatest risk—will need more frequent and closer monitoring than others; and that newly implemented programs will require more scrutiny than those that are known to be effective.

Data sources are aligned with program and instructional objectives. Many schools have begun to link aligned instructional benchmarks to the broader objectives measured periodically by their state's assessment programs. Through aligned assessments, schools can examine results for several purposes—to track absolute progress, to compare against benchmark goals, and to find patterns that reveal progress or weaknesses over time. In addition, at least once a year for selected grades, district or state assessments generally provide supplementary data to confirm or challenge evidence from the school's assessments.

Ongoing analyses of data can determine timely program adjustments. With accessible, aligned information, school site educators can examine instructional variations that might cause differences in academic achievement and ask: What needs to be done at various levels (within classrooms or schoolwide) to head off the problems identified in the data? Continuing analyses point out important information about curriculum scope and sequence—for example, which grade levels and ages are performing well, and which are losing ground? With this information, the faculty and staff can make the necessary adjustments in a timely manner.

Continuous progress monitoring puts accountability in the hands of faculty and staff. There are few surprises in continuous progress monitoring because the school is in control of its own assessment. Teachers and school leaders score many of their own tests, often collaboratively, so they learn the results immediately. As teams scrutinize the data, they look for information about different aspects of the school. With the data analyses they conduct, teachers and other members of a school's continuous improvement committee might ask:

- Are there grades with an especially strong or weak academic showing? How well are the fifth grades preparing students to make the transition to middle schools? Is the preschool program preparing children for entry into kindergarten as expected? Are more of our students ready to succeed in algebra classes?
- How are students with special needs doing? Are non-English or limited-English speakers improving their use of English-language test materials?
- Are there individuals or groups who are falling through the cracks? Is enough attention being given to the students most at risk? Are students who are performing in the mid-ranges encouraged to aspire to higher standards? Should we further challenge students who are already academically "proficient" to reach to the next level of achievement?

Using the priorities and strategies developed with this information at hand, schools can set improvement targets and assign goals.

Continuous progress monitoring also involves reporting the results of progress assessments to the school's key stakeholder groups. Teachers and other professionals can keep abreast of progress by poring over technical data in its raw format; for parents and the general community, however, the school should circulate a non-technical, regular publication that reports progress toward achieving the school's goals. This way, even through difficult times of transition, people can read how problems have been identified and solutions are beinsg sought. In schoolwide programs, the school's accountability to the community fits well with school profiles and with other reporting mechanisms the planning team used during the initial comprehensive needs assessment.

Continuous progress monitoring, then, links back to comprehensive schoolwide planning. Properly implemented, progress monitoring demonstrates an ingrained commitment to full accountability by all of the school's partners. School insiders are self-critical and analytic about their practice. They welcome the views of their "critical friends," including central office administrators, community partners, and visitors. As people come and go through the school, their commitment to improvement is evident because they invite everyone in the school to share their observations and to speak out when they have suggestions. The checklist, *Tool #12: Building Blocks of Continuous Improvement and Accountability for Schoolwide Programs*, is useful for gauging how well the momentum begun during schoolwide planning is being sustained.

Researchers have learned that assessment is central to school improvement, in part because data are essential to informing and refocusing practice on the right outcomes. Experts at the National Center for Restructuring Education explain:

> It is the *action* around assessment—the discussions, meetings, revisions, arguments, and opportunities to continually create new directions for teaching, learning, curriculum, and assessment—that ultimately have consequence. The "things" of assessment are essentially useful as dynamic supports for reflection and action, rather than as static products with value in and of themselves (Darling-Hammond, Ancess, & Falk, 1995, p. 18).

Conclusion

The Improving America's Schools Act fundamentally restructured ESEA to incorporate the lessons researchers and practitioners have learned since 1965 about improving services to the most disadvantaged students in the nation's schools. Working with the frameworks of other federal, state, and local education reforms, Title I, Part A of ESEA was designed to improve teaching and learning for more than 6.5 million children in more than 90 percent of the school districts in the nation. This makes ESEA a significant resource schools can use to leverage long-overdue comprehensive, whole-school reforms.

We are reminded by Mary Jean LeTendre, director of the U.S. Department of Education's Comprehensive Education Programs, that Title I was intended to be the "voice of hope to all children," especially the many children who go to bed hungry and who live with uncertainty in all aspects of their lives (LeTendre, 1997, p. 205). They include the neglected, the delinquent, the homeless, and the migrant children in our society. When educators from every organizational level collaborate to integrate services and dramatically improve learning opportunities for these children, the intent and purposes of this landmark legislation will be served.

The schoolwide program option that Title I offers to districts gives schools tools to "serve first those children who are often served last, children in high-poverty schools" (LeTendre, 1997, p. 208). LeTendre notes that the changes schools need to make are at once both fundamentally simple and daunting. They include:

- Making all decisions based on data
- Using the best practices of school reform strategies
- Providing an accelerated curriculum with instruction that challenges all children
- Using research-based instructional strategies
- Minimizing pullout programs and taking seriously students' need for extended learning time
- Enhancing parent involvement through parent compacts and family literacy services
- Providing professional development that prepares teachers to teach to high standards

ESEA was intended to be the voice of hope to all children, especially to the many who go to bed hungry and who live with uncertainty in all aspects of their lives. The schoolwide option gives schools the tools to serve first those children who are often served last, children in high poverty schools.

Mary Jean LeTendre, Director
Compensatory Education Programs
U.S. Department of Education

The schoolwide program option gives every school serving large concentrations of low-income students the chance to reaffirm its commitment to creating the "whole village" that is required to raise a child—and, in doing so, to provide these children with a first-class education.

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SCHOOLS

A.T. Dovalina Elementary · Laredo, Texas

Atenville Elementary School · Hart, West Virginia

Barnes Elementary School · Beaverton, Oregon

Bemiss Elementary School · Spokane, Washington

Benjamin Franklin Middle School · San Francisco, California

Biggs Early Childhood Center · Covington, Kentucky

Blanco School · Langlois, Oregon

Bowling Park Elementary School · Norfolk, Virginia

Bush Elementary School · Jamestown, New York

Cabello Elementary School · Union City, California

Central Elementary School · Henderson, Kentucky

City View School · Worcester, Massachusetts

Donegan Elementary School · Bethlehem, Pennsylvania

Douglas Elementary · Memphis, Tennessee

E.B. Reyna Elementary School · La Joya, Texas

Encina High School · Encina, California

The Family Academy · New York City, New York

Fienberg Fisher Elementary School · Miami Beach, Florida

Freeport Elementary School · Walton County, Florida

Fritsche Middle School · Milwaukee, Wisconsin

Gabriel Richard Elementary School · Detroit, Michigan

Gaskill Middle School · Niagara Falls, New York

George Cox Elementary School · Gretna, Louisiana

Glades Central High School · Belle Glade, Florida

Gompers Secondary School Center for Science, Mathematics, and Computer Technology Magnet · San Diego, California

Gove Elementary School · Belle Glade, Florida

Hamlet Elementary School · Amarillo, Texas

Hapeville Elementary School · Hapeville, Georgia

Healy Elementary School · Somerville, Massachusetts

Herrera Elementary School · Houston, Texas

Hopkins Elementary School · Victoria, Texas

Iriquois Middle School · Louisville, Kentucky

John F. Kennedy Elementary School · Louisville, Kentucky

Kenton Elementary School · Aurora, Colorado

King Middle School · Portland, Maine

Lake Park Elementary School · Lake Park, Florida

Lincoln Elementary School · Grants Pass, Oregon

Lincoln Elementary Magnet School · Riviera Beach, Florida

Lukachuki Boarding School · Lukachuki, Arizona

Malone School · Malone, Florida

Mark Twain Elementary School · San Antonio, Texas

Martin Luther King Elementary School · Yonkers, New York

Montview Elementary School · Aurora, Colorado

Narragansett School · Gorham, Maine

New Franklin Elementary School · Portsmouth, New Hampshire

Newman Crossing Elementary School · Newman, Georgia

New York Elementary School · Lawrence, Kansas

Niagara Middle School · Niagara, New York

Ogden Elementary School · Ogden, Kansas

Otken Elementary School · McComb, Mississippi

P.S. 172 · Brooklyn, New York

Parkdale Elementary School · Parkdale, Oregon

Patterson High School · Baltimore, Maryland

Phillips Visual and Performing Arts Magnet School · Kansas City, Missouri

Pine Bluff High School · Pine Bluff, Arkansas

Rudd, Rockford, Marble Rock Elementary School · Rockford, Iowa

Samuel W. Mason Elementary School · Boston, Massachusetts

Scott Elementary School · Houston, Texas

Silvio O. Conte Community School · Pittsfield, Massachusetts

Socorro High School · El Paso, Texas

South Hill Elementary School · Burlington, Iowa

Southwest Junior High School · San Diego, California

Stanford Middle School · Long Beach, California

Sunrise Elementary School · Amarillo, Texas

Taylor Elementary School · Cedar Rapids, Iowa

Victory Elementary School · Milwaukee, Wisconsin

Visitation Valley Middle School · San Francisco, California

Webster Elementary School · Dayton, Ohio

Worcester Arts Magnet · Worcester, Massachusetts

EDUCATION AGENCIES AND TECHNICAL ASSISTANCE PROVIDERS

Center for Research on the Education of Students Placed At Risk (CRESPAR) · Baltimore, Maryland

Center for Social Organization of Schools · Baltimore, Maryland

City of Niagara Falls · Niagara Falls, New York

Colorado Department of Education · Denver, Colorado

Comprehensive Center at the University of Wisconsin-Madison (Region V) · Madison, Wisconsin

Consortium for Policy Research in Education · Philadelphia, Pennsylvania

Educational Development Center · Newton, Massachusetts

Educational Testing Service (Comprehensive Center: Region XIV) · Tucker, Georgia

Flint Hills Special Education Cooperative · Emporia, Kansas

Iowa Department of Education · Des Moines, Iowa

National Center for Research in Vocational Education · Berkeley, California

New York State Department of Education · Albany, New York

Northwest Regional Educational Laboratory · Portland, Oregon

Oregon Department of Education · Salem, Oregon

RMC Research · Portsmouth, New Hampshire

Southwest Educational Development Laboratory · Austin, Texas

Support for Texas Academic Renewal (STAR) Center (Comprehensive Center: Region VIII) · San Antonio, Texas

Texas Education Agency · Austin, Texas

WestEd · San Francisco, California

DISTRICTS

Chugach School District · Anchorage, Alaska

Community District #3 · New York City, New York

Henderson County Public Schools · Henderson, Kentucky

Jamestown City School District · Jamestown, New York

LaJoya Independent School District · LaJoya, Texas

Niagara Falls School District · Niagara Falls, New York

Somerville Public Schools · Somerville, Massachusetts

Todd County School District · Todd, South Dakota

Worcester Public Schools · Worcester, Massachusetts

Yonkers Public Schools · Yonkers, New York

Planning Tools

For examples of tools in practice, see Section III.

Contents

Tool #1: Schoolwide Programs—Considerations for Planning

This document touches on the key requirements and themes of schoolwide programs and provides a foundation for thinking about schoolwide programs.

The schoolwide program provisions in the statute and regulations clearly contain the requirements of schoolwide programs. The schoolwide program guidance provides further clarification on the law and regulations and, most important, contains many questions and answers that pertain specifically to schoolwide programs.

The following document may be used as a complement to the following other documents:

- P.L. 103-382
- Title I Regulations (July 3, 1995)
- *Federal Register* Notice (September 21, 1995)
- Schoolwide Program Policy Guidance (Revised September 1997)
- Audit Compliance Supplement (June 21, 1996)

These documents are available from the U.S. Department of Education, State Departments of Education, and on the U.S. Department of Education's home page at www.ed.gov.

CONCEPT

A schoolwide program is a strategy for implementing comprehensive school change.

A schoolwide program permits a high poverty school (50% or more) to use funds from Title I, Part A and other Federal education program funds and resources with regular and state resources to upgrade the *entire educational program* of the school in order to raise academic achievement *for all the students.*

Research has shown that for lowest achieving students in highest poverty schools to meet high standards of performance, their entire instructional program, not just a separate Title I program, (or other program) must be substantially improved.

Some questions/thinking schools should consider when planning and operating a schoolwide program include:

- Why are we doing a schoolwide program?
- If resources were unlimited and we can start from scratch, how would we design our school to ensure all children succeed? Design a plan. Now, with the resources available, how do we implement the crucial elements of the design?
- How are students—each student—performing in relation to what children are expected to know and do?
- What kind of schoolwide changes are necessary to support achievement of standards?
- Is the program designed to address the needs of all children who attend the school over the entire school year?

STUDENT PERFORMANCE (1)

This should drive every decision made in the school.

Academic achievement data include information from state and local assessments aligned to high standards and from formal and informal classroom achievement measures such as criterion-referenced tests, portfolios, projects, and other evidence of routine classroom progress.

Decisions regarding the selection and use of assessments are made, in part, by teachers and resolved according to assessment program needs.

School identifies and reports difficulties that students encounter in achieving state and local academic standards.

Components

Comprehensive Needs Assessment

Comprehensive needs assessment of the community to be served and the individuals who will carry out the plan:

- All children;
- All staff;
- Parents;
- Community representatives, if involved;
- Secondary students if plan relates to secondary school.

Comprehensive needs assessment of:

- **All subjects** (How well are students performing in each content area, but especially reading and mathematics?)
- **Staffing** (e.g., Is staffing sufficient for number of students in school? Is staffing adequate in terms of student needs? Are staff highly qualified? What professional development is necessary and planned? How does staffing compare to other, wealthier or higher performing schools in district?)
- **Related items to be reviewed:** Student attendance; Staff attendance; discipline; retention rate; dropout rate; school climate; parental involvement; community involvement; curricular opportunities; extracurricular opportunities; curricular and extracurricular participation)

ata-driven Decision Making

Results of comprehensive needs assessment, which shall include at least student performance information, must be used as basis for the school program design.

Strategies selected must be understood by staff, be aligned with needs of school, and should be proven by research to be effective.

Components

(See law, etc. — pp. 8-9 policy guidance)

Issues to Consider

Needs Assessment

- What were the results of the comprehensive needs assessment?
- Does the needs assessment yield results that indicate the performance of children in relation to the state content and student performance standards?
- Was the needs assessment conducted for the entire school?

Reform strategies

- Are they consistent with the needs of the school?
- Are they consistent with district and state initiatives/plans?
- Are they consistent with each other?
- Are they consistent with helping students to master the standards?

Schoolwide reform strategies are to provide opportunities for all *children to meet the state's proficient and advanced levels of student performance.*

- Are the strategies based on effective means of improving student achievement?
- Are the components, curriculum, and models used research-based with documented evidence of effectiveness?
- Do the strategies increase learning time—extended year—before/after school and summer school programs?
- Is the curriculum enriched and accelerated and focused on advanced skills/critical thinking, etc.?
- Do the instructional strategies meet the needs of all students, particularly the needs of children of target populations?

Highly Qualified Professional Staff

- Do the qualifications of staff match the identified needs of the students/school? E.g., if the school has a large population of LEP students, does the school have staff with the skills to work with such students, either directly or through the other teachers?
- Do the qualifications of staff meet state and district certification requirements?
- Does the school have a higher ratio of aides to students than teachers to students than do wealthier schools? If so, why?
- Does the school have larger class sizes than wealthier schools? Why?
- Are staff equipped to fully utilize the technology effectively in the school?
- Are staff knowledgeable and competent in the subject areas they are responsible for teaching?
- Are teaching assistants used for instructional purposes?
- If so, is training/professional development available to them to help them to better assist students in learning advanced skills?
- Are teaching assistants/paraprofessionals provided opportunities to become certified teachers?

Professional Development

- Is the professional development designed to match the needs of the students/school?
- Does the professional development match the strategies in the schoolwide program design?
- Is the school's professional development consistent and coordinated with other professional development activities the LEA provides with federal resources and other professional development the LEA and state might offer? Is it duplicative?
- Will the professional development help staff to better help students to master the standards?
- Was the professional development comprehensively designed (Were all staff involved in determining the professional development needs and how to best utilize resources to carry out the professional development?)
- Do the professional development activities include the appropriate people?
- Are the Department's principles for professional development used in developing and carrying out staff development activities?

Parental Involvement

- Are parents involved in the planning of the schoolwide program?
- Does the school meet all of the required parental involvement activities?
- If family literacy services are needed, is this one of the strategies employed?
- How did the school overcome any obstacles in getting parents involved?
- Are parents equal partners in the development of parent compacts?
- If applicable, how did the school help parents to understand schoolwide programs?
- Are materials available in the language and format that the parents understand?

Transition

- Are there students coming into the elementary school from early childhood programs?
- What efforts are made towards assisting in the children's transition from preschool to elementary school?
- Is there any evidence that these transition activities have a positive impact on the children?

Inclusion of Teachers in Decision Making

- What steps were taken to include teachers in decisions regarding the use of assessments?
- Did these include all of the assessments the school uses?
- Where is the evidence that they were involved?
- Were their recommendations considered?

Effective, Timely Additional Assistance

- What measures are in place to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance?
- If necessary, is there training for teachers on how to identify difficulties and to provide assistance to individual students?
- For students not meeting standards, are there parent-teacher conferences? How many? What is discussed at conferences?

PLANNING/PROGRAM DESIGN

Schools are encouraged to view planning as an ongoing process based on student and school needs rather than a bureaucratic procedure that schools follow to meet administrative requirements.

Duration

- Was the school operating a schoolwide project before Title I (as reauthorized in 1994) took effect?
- If so, has the plan been fully amended (was to have been done first year of Title I)?
- If school started schoolwide program under Title I, was plan developed during a one-year period?
- If no, why not? Did LEA determine less time was needed?
- What procedures are in place to continually review and, if necessary, refine plan?
- Does SEA, LEA, school understand that a schoolwide plan remains in effect for duration of school's participation in Title I (with refinements, if necessary)?
- Does the SEA, LEA, school understand that even if school drops below poverty eligibility threshold after first year that it may continue to be a schoolwide program (if the school still receives Title I funds)?
- Do the LEA and schools understand that schools can qualify as eligible to become a schoolwide program on a different poverty measure than that used by the LEA for Title I school selection?

Involvement

- Who was involved in development of plan? (See components section above)
- Who made the decision to become a schoolwide program?
- Did the broad-based involvement remain broad-based throughout development of plan?
- How were people notified/solicited to be involved?

Plan

- Does the plan include everything required by section 1114(b)(2)? (See p. 13 of policy guidance)
- Are there other comprehensive plans in existence for the school? (E.g., program improvement plans, state-mandated plans, state compensatory education program plans)
- What efforts are underway to eliminate duplication and possible conflicts in plan design and to design a comprehensive plan that meets several mandates?
- Does the plan appear to be comprehensive or fragmented?
- Are federal programs addressed separately or is the whole school program described?
- Is there an indication that the comprehensive program design is for students to achieve better—meet the standards?
- How does the schoolwide program design differ from past school design?
- Is the plan based on schoolwide reform strategies rather than separate add-on services?
- Is the plan and all resources used to upgrade the entire educational program of the school in order to raise the academic achievement of all children—as contrasted with a targeted assistance program through which Title I, Part A funds are used only for supplemental services to children failing, or most at risk of failing, to meet the state standards?

Combining Resources

- How are the combined resources (federal, state, and local) used to meet needs of the school?
- How are resources that are not combined coordinated with other resources, and how are the activities funded by those resources aligned with the overall school program?
- What are the reasons for why some of the resources are not combined?
- How does the program meet the intent and purposes of those federal programs whose funds are combined?

- Are all pertinent personnel aware of this flexibility in the law?

(See pp. 18-25 of Schoolwide Program guidance.)

STUDENT PERFORMANCE (2):

- What is the effect of the schoolwide program?
- How successful is the schoolwide program?
- How is this being determined?
- What data is available on the achievement of the target populations?
- Do you have disaggregated data?
- Where schools are not effective or not making adequate yearly progress, what action was taken to implement better strategies/staff/coordination/attendance, whatever?
- What kind of assistance is the school getting in terms of program design, professional development, interpreting assessment results, etc.?

School Support

- Does the state have a system of school support teams?
- Was it established in consultation with LEAs and schools?
- Does the school receive the necessary assistance from school support teams or other state-established sources of support?
- What is the design of the system of support?
- How does the system work with schoolwide program schools?
- Who makes up the system of school support?
- Are "distinguished educators" available to assist schoolwide program schools?
- Has the state developed an alternative approach(es) to providing assistance to schoolwide program schools?
- Are good performing schools serving as mentors for low performing schoolwide program schools?
- Are good performing schoolwide program schools serving as mentors for low performing schools?
- How has the state notified schools in the state of the authority to conduct schoolwide programs?
- How does the district provide technical assistance to its schoolwide programs?
- How does the district work in consultation with the school during the development of a schoolwide program plan?
- Is there cohesiveness at the state level among various program staff ? Clear messages to districts and schools? Accurate information to districts and schools? Complete information to districts and schools? Do program staff and finance staff communicate about schoolwide programs?
- Is there cohesiveness at the district level among the various program staff? Do program staff and finance staff communicate about schoolwide programs?

Tool #2: Establishing A Planning Team

PART 1:

Suggested Roles and Responsibilities of Schoolwide Planning Committee Members

Planning teams decide members' roles and responsibilities depending on the needs of the planning process in the school. Often the same person serves in several roles and works with a subcommittee to carry out more than one planning activity.

Chair

Coordinates all aspects of the school's planning and serves as a liaison with the committee, the principal, the central office, and the school. The chair is often responsible for serving as a liaison with the school support team, identifying subcommittee chairs, and delegating responsibilities. In some cases, the chair also maintains the planning budget and helps to develop the budget of the schoolwide program. The chair should be a respected school leader, whether a teacher or administrator.

Assistant Chair

Supports the chair by guiding logistics and the committee's planning activities. The assistant chair may be selected for a special skill, such as knowledge of federal programs, facility as a negotiator or an evaluator, or an experienced curriculum developer.

Data Coordinator

Identifies data collection instruments, designs new instruments, and/or modifies existing instruments; prepares data for analysis; leads the analysis and interpretation process.

Facilitator

Serves to help identify resources for planning and research-based instructional practices. This person may be a school insider, or an outside consultant, from the community, the district office, or a nearby university.

Teacher Representatives

Staff representatives from grade teams and specialists in the school who are informed about meeting the educational needs of all students, especially those with special needs, grade- and content-specific curriculum, or regulations funded programs must follow.

Special Education Liaison

One of the special education teachers can help coordinate regular and special education activities with regular program instruction to develop a full inclusion program that benefits all identified students with disabilities.

Paraprofessional Liaison

Selected from the pool of paraprofessionals who informs the planning committee, this individual is informed about paraprofessional roles, needs, skills, interests, and suggestions, and keeps the paraprofessional staff informed about teaching. Serves as the communicator among the staff to ensure that teachers participate in discussions about what assessments will be used to supplement the state assessment and how they will be used. May also serve as liaison to the school or county assessment program.

Staff Development Expert

Staff member who serves as a liaison with colleagues to identify staff needs and helps plan the professional development program for teachers, paraprofessionals, parents, and other staff.

Communications/Writing Chair

This person facilitates written communications from the committee to the school community. This may include maintaining minutes of meetings, writing brief newsletters, or leading the communications within the school to community representatives or district personnel outside of the school. An experienced writer, someone familiar with word processing software, is also a good person to coordinate the development of the school's final schoolwide plan.

Student Representative

Including students in schoolwide planning gives them a sense of ownership of the change process. Given the chance, many students will help collect information from their peers. IASA endorses student participation in planning in high schools especially, but students in elementary and middle schools can also make significant contributions.

Indicate the technical assistance the schoolwide planning team plans to consult to develop the schoolwide plan. Resources for technical assistance include Regional Assistance Centers, institutions of higher education, educational services agencies, staff from other successful schoolwide program schools, or other local consortia. Supply the dates of meetings and the type or topic of assistance provided.

PART 2:

Technical Assistance to Complete the Schoolwide Plan

Indicate the technical assistance the schoolwide planning team plans to consult to develop the schoolwide plan. Resources for technical assistance include Regional Assistance Centers, institutions of higher education, educational services agencies, staff from other successful schoolwide program schools, or other local consortia. Supply the dates of meetings and the type or topic of assistance provided.

Technical Assistance Provider	Meeting Dates	Type of Assistance Planned

PART 3:

Team Membership

List the names of individuals involved in developing the schoolwide plan and their major role(s) and responsibilities. Team members may accept several key responsibilities. For example, teachers may serve as a chair or co-chair, a liaison to the SST, and as a contact with the district office; several parents might take minutes and serve as a key liaison with parent groups, such as the Indian Education Parent Council, the migrant parent organization, or the parents representing students with disabilities.

Each stakeholder group should be represented on the committee by at least one person.

Representative Group	Individual Names	Role/Responsibilities
Parents	1.	1.
	2.	2.
Teachers	1.	1.
	2.	2.
Other Staff	1.	1.
	2.	2.
Pupil Services Personnel	1.	1.
	2.	2.
School Administrators	1.	1.
	2.	2.
Additional Members	1.	1.
	2.	2.
	3.	3.
Students *(for all secondary schools and others, as appropriate)*	1.	1.
	2.	2.

PART 4:

Meeting Dates and Agenda Items

List the dates of proposed schoolwide program planning meetings. For each meeting, indicate a tentative agenda, list participants, and outcomes. The dates and agenda items can be modified as planning proceeds.

Proposed Meeting Dates	Agenda Items	Who Will Be Involved?	What Will Be Accomplished?

PART 5:

Informing the School and the Community

Describe how the planning team will inform the school and the community of its planning process, how it will keep them informed about progress, and how the team will obtain approval of the final plan.

1. Announcing the planning process

2. Communicating about planning activities

3. Obtaining final approval of the schoolwide program plan

4. Other:

5. Other:

6. Other:

Tool #3: Creating a School Profile[1]

This tool suggests data elements and possible indicators that can be used to complete the school's profile, the starting point of the schoolwide plan. Check the areas where data are readily available to the planning team. When the data are gathered, display the information in an easily understood format to describe the current status of the school.

Student Demographics

	Possible Indicators:
❑ Enrollment	The number of students in the school; students in special programs (Title I, special education, Talented and Gifted, etc.); ethnicity; or other meaningful categories.
❑ Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
❑ Mobility/Stability	The mobility rate is the percent of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.
❑ Socioeconomic Status (SES)	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
❑ Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse, or other at-risk behavior.
❑ Limited English Proficiency	The percent of students with limited English proficiency. The percent of families who speak English as a second language.

Student Achievement

	Possible Indicators:
❑ Academic Performance	State and local test results (norm-referenced or criterion referenced tests); levels of proficiency attained; progress on desired outcomes; results of performance assessments or student portfolios; examples of student work; classroom assessments; grades.
❑ Other Performance-based Data	Information from portfolios, exhibits, performance assessments that describe student standards-based achievement.
❑ Multi-year Trends	Longitudinal academic performance data.
❑ Completion Rates	Promotion/graduation rate, retention rates, percent of dropouts.
❑ Comparative Data	Performance of disadvantaged students against all other meaningful categories or students in the school or in the district; comparison of performances of students in various ethnic or programmatic subgroups (i.e., students with learning disabilities, limited English speakers, migratory students, etc.).
❑ Post Secondary	Number or percent of students attending and/or completing post-secondary schools; number or percent of students accepted in the armed services.

[1] Adapted from *Creating a School Profile*, RMC Research Corporation, Denver, CO. An additional resource on creating and using a school profile is Victoria L. Bernhardt, *A Comprehensive Framework for School Improvement* (Princeton Junction, NJ: Eye On Education, Inc, 1995)

Curriculum and Instruction	Possible Indicators:
❑ Learning Expectations	Expectations that are communicated to the community, teachers, parents, and students about what students can and should learn, including written standards, goals, or benchmarks that reflect classroom and school practice.
❑ Instructional Program	Instructional activities, programs, or strategies used to teach the state and local content and performance standards. schooling.
❑ Instructional Materials	The amount and quality of instructional materials, including text books, supplementary resources, publication dates of the grade level adopted texts. Indicate the extent to which available materials are consistent with state and district content standards.
❑ Instructional Technology	The type of computer system(s) available to students, faculty and administration for instructional purposes. Availability of modern equipment, software, and printers, especially appropriate adaptive devices and software tools to serve the needs of students with disabilities. Ability to link with other school, district and/or information sources through long-distance access television.
❑ Other Instructional Technology	Video materials, televisions, tape recorders, sound studios, performance spaces and equipment, etc.
❑ Support Personnel	Supplementary use of paraprofessionals and special program staff; available professional and paraprofessional staff to assist students with disabilities, limited English proficiency, or other special needs.

High Quality Professional Staff	Possible Indicators:
❑ Staff Preparation	Numbers of teachers, administrators, years of teaching or administering; types of certificates held, special skills or knowledge
❑ Specialist Staff	Number of content or program specialists such as reading teachers, mathematics or science specialists, counselors or psychologists, social workers, health staff, etc.
❑ Professional Development	The existence of district- and school-level professional opportunities available to teachers; the number of professional days or district resources dedicated to professional development; evaluations of professional development sessions and the amount of teacher-generated professional development.
❑ Staff Demographics	Ethnicity, gender breakdowns of staff and administration; retirement projections; does the ethnicity of the school staff include members of the same ethnic groups as students?
❑ School Administrators	Number of administrators and role; years of experience; specialized training and advanced degrees

Family and Community Involvement	Possible Indicators:
❑ Parent Involvement	Evidence of a parent involvement plan for volunteering, home learning activities, program review, and development.
❑ Communication with Parents	Amount and frequency of information disseminated to parents. Quality of information disseminated. Is the information disseminated in the language spoken by parents? The frequency of parent/teacher interactions.
❑ Parent/Community Roles	Amount and frequency of opportunity for involvement in decision making.
❑ Parent Training	The type of training opportunities offered to parents; parent workshop evaluations; evidence of teachers trained in parent involvement.
❑ Support for Families	Availability of information, training, and services to adequately address the educational needs of students with learning disabilities or special educational needs as a result of limited language proficiency, migratory life style, or poverty.
❑ Health Services	Availability of school-linked health and social services for students and families, including counselors, psychologists, and medical professionals and nurse practitioners.

School Context and Organization	Possible Indicators:
❑ School Mission/Vision	Statement of the underlying philosophy of the school.
❑ Average Class Size	Staff/child ratio, average class size—can be computed by grade or grade span.
❑ School Climate	The quality of student-teacher interactions, student attitudes toward school, teacher job satisfaction, teacher expectation and beliefs about what students can accomplish. Safety of students and teachers.
❑ Coordination Plan	A description of the activities conducted to ensure that students' instructional day or program is coordinated so that students learning is not fragmented.
❑ Management/Governance	The presence of school-site councils, teacher input into decision making, the organization of teachers by teams.
❑ Student Discipline Policy	Clearly defined and articulated student management and discipline policy, including policies that pertain to students with disabilities, as required by Section 615K of the IDEA amendments of 1997.

Tool #4: Conducting a Comprehensive Needs Assessment—A Management Plan[2]

PART 1:

Data Sources Matrix

This tool is useful for managing the data collected during the needs assessment. It consists of two parts: Data Sources Matrix and Data Collection and Analysis Plan. The planning team may determine the priority "focus areas" in which it plans to concentrate its data gathering, based on a review of the information collected for the school profile.

The following matrix helps organize the needs assessment data collection by identifying information sources and methods of data collection. In the matrix, fill in specific sources of information you already have on hand from the school profile (e.g., student achievement data, results from a parent survey with results that are pertinent to your planning effort) so you do not duplicate efforts. Then, list any additional information the team decides to collect. Examine each focus area to make sure that there are data describing the status of major aspects of the priority focus areas.

Focus Areas *(Indicate the priority of each focus area in parentheses)*	**Sources of Information and Methods of Data Collection**								
Achievement	**Self Assessment**	**Observations**	**Interviews and/or Surveys**	**School Records**	**Group Discussions**	**Evaluation/ Data Reports**	**Student Work**	**Other Information**	**Other Information**
Student Achievement									
Curriculum and Instruction									
High Quality Professional Staff									

[2] This tool was adapted, with permission, from WestEd (1996).

ocus Areas

(Indicate the priority of each focus area in parentheses)

Achievement	Self Assessment	Observations	Interviews and/or Surveys	School Records	Group Discussions	Evaluation/ Data Reports	Student Work	Other Information	Other Information
Family and Community									
Involvement									
School Context and Organization									

Sources of Information and Methods of Data Collection

NOTES:

PART 2:

Data Collection and Analysis Plan

This matrix prioritizes the "focus areas" for which data will be collected and it lays out the data collection and analysis plans. First, define the team's key questions, the data collection methods (i.e., surveys, interviews, focus groups, shadowing, etc.), instruments to be used, analysis subcommittee members, and summarize the plans for analysis. List two to three "focus areas" the team plans to study in the order of highest (#1) to lowest priority for data gathering. Respond to the questions for each focus area.

Priority "Focus Areas" for Data Collection	Key Questions	Data Collection Methods	Names of Instruments *(Circle those that need to be developed)*	Data Collection Subcommittee *(*Chair/Co-chair)*	Time Lines
Focus Area #1:					
Focus Area #2:					
Focus Area #3					

NOTES:

Tool #5: Analyzing Program Needs and Setting Goals[3]

PART A

Identifying Strengths and Needs

Use this tool to record the results of data collection with the goal of identifying the school's strengths and needs and then to propose the core goals for the schoolwide program. Complete a different analysis sheet for each focus area the team studied.

A subcommittee of teachers, pupil personnel staff, classroom assistants, support staff, parents, and community members use the data collected from various sources to identify and describe the school's strengths and needs within this focus area. For each strength and need, summarize the "evidence" the committee used in drawing its conclusions. Separate subcommittees should address each focus area. After the strengths and needs are identified, move to Part B to define measurable goals.

Program Focus Area _____ **School Year** _____

School _____

Strengths	Evidence	Needs/Challenges	Evidence
1.		1.	
2.		2.	
3.		3.	
4.		4.	

[3] Adapted from WestEd (1996) and Oregon Department of Education/ RMC Research Corporation (1997).

PART B

Prioritizing Needs, Problems, Solutions, and Goals

For this *Priority Need*, identify up to three central problems the data collection revealed about the current schoolwide program. For "need," suggest potential solutions. Use this brainstorming process to set a goal that will address the problems identified. These goals will be achieved by selecting research-based instructional, curriculum, or organizational reforms that the school will propose in its schoolwide plan. Complete a different page for each priority need the team identifies.

Priority Need _____

Possible Problem(s)	Possible Solutions	Proposed Program Goal
1.		
2.		
3.		

REMEMBER:

A **program goal** is an action statement indicating what the school plans to accomplish, written in terms of *measurable* outcomes that project one- and three-year results.

Tool #6: Summary of Projected Schoolwide Program Goals

Use this tool to list the program goals that the subcommittees have determined will be the focus of the proposed schoolwide program. Include outcomes the program expects to achieve in one and three years. This information becomes the basis for completing *Tool #7: Goal Implementation Worksheet*, the outline of the schoolwide plan.

Priority Focus Area	Goal	Projected Year 1 Outcome	Projected Year 3 Outcome
1.			
2.			
3.			
4.			
5.			

Tool #7: Goal Implementation Worksheet

Using this worksheet, subcommittee members outline the implementation plan for one schoolwide goal. *The team completes one worksheet for each goal it establishes.* This worksheet gives the team the opportunity to detail the plan for adopting research-based innovative strategies that have been proven to address the problems the team found through its comprehensive needs assessments.

If the goal was not written in outcome terms, restate it so it can be measured in terms of student performance standards and benchmarks for one year and three years of implementation. The goal statements should clearly state how all students will be served effectively in the schoolwide program. Be specific about how various groups will be served, especially the educationally disadvantaged, migrant, limited English proficient, talented and gifted, bilingual, and special education students, as well as historically underserved populations, including girls and women.

Focus Area: _____

Goal Coordinator: _____

Goal for this Focus Area:

_____

_____

_____

Specify how this goal will be achieved for all students:

_____

_____

_____

_____

_____

Achievement Benchmarks

(In this statement, written in terms of specific student outcomes, specify the one-year and three-year benchmarks students are expected to achieve that will demonstrate this goal is being met.)

Year 1 Benchmark(s):

_____

_____

_____

Year 3 Benchmark(s):

_____

_____

_____

Proposed Professional Development Activities

Indicate the kind of professional development activities each of the following groups will participate in to learn new skills necessary to achieve this goal.

Activities (list)	Check Group Involved in Professional Development Activity				
	Teachers	Administrators	Pupil Personnel	Para-Prof.	Parents

How will the professional development plan develop teachers' abilities to address the needs of all students?

Indicate Professional Development/Technical Assistance Provider(s): *Include the contact information such as names, addresses, telephone, fax, and E-mail numbers.*

Resources Needed:

List people (specialists, staff, etc.), texts, tools, technology, software, etc. that may need to be purchased.

Projected Implementation Time Line

Activity	Projected Date(s)	Person Responsible
1. Confirm technical assistance provider		
2. Plan professional development activities and dates		
3. Determine budget		
4. Determine funding sources		
5. Begin professional development activities		
6. Continuous improvement plans		
7. Other activities		

Role of Parents and Community: *Explain how parents and the community will be involved in helping to achieve this goal.*

Tool #8: Step-by-Step Framework for Developing a Schoolwide Program Plan[4]

SECTION 1

Schoolwide Program Planning Team (Tool #2)	Directions
A schoolwide program is developed with the involvement of the community to be served and the individuals who will carry out the plan. An existing building team and/or the school's local site advisory group could assume the planning responsibilities for the schoolwide program as long as this team includes representatives from parents, teachers, other staff, pupil services personnel, administrators, and students when appropriate.	
A. Names of people involved in developing this plan. *(Each major stakeholder group should have at least one participant.)*	A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities.
B. Dates of team meetings held to develop this plan as well as proposed future meeting dates.	B. Describe the process used to develop the plan, including information about meeting dates and agenda items/topics.
C. Plans for communicating to the school and community about the schoolwide plan and planning process.	C. Plan for communicating with all members of the school and community about the planning process, data collection, plan development, and plan approval.
D. Technical Assistance: Provide a list of members of the school support team (SST) and other technical providers who have contributed to the development of this schoolwide plan. Include meeting dates and topics.	D. Under reauthorization, schools that want to implement a schoolwide program need to document that the school has received high quality technical assistance. In this section, list technical assistance providers who have helped the school develop its plan. Examples include statewide school support team members, distinguished educators or others on the school support team including Regional Assistance Centers, institutions of higher education, educational service agencies, staff from other successful schoolwide program schools, or other local consortia. Supply the dates of meetings and the type or topic of assistance provided.

[4] Adapted with permission from Oregon Department of Education/RMC Research Corporation (1997)

U.S. DEPARTMENT OF EDUCATION

SECTION 2

School Profile and Comprehensive Needs Assessment (Tools #3 & #4)

A. Profile the key features of the school and its community.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner, so it reaches all members of the school community, with particular focus on the needs of all educationally disadvantaged children

Directions

A. This section may start with the school profile including the following kinds of information:
- Student characteristics
- School organization
- Curriculum and instruction
- Student achievement
- Family and community involvement
- Other areas selected, including type of neighborhood, economic factors, and availability of resources such as libraries, clinics, and social service agencies

Charts or graphs can help display the results of the data analysis in the priority profile "focus areas."

B. Indicate how the data collection and needs assessment analysis examined the needs of all the students in the school (including regular education, special education, talented and gifted, migrant, and bilingual, etc., as well as Title I). Show that the data collection process reached out to the entire school community to enable contributions and ideas from all stakeholders.

The rest of the application—the goals, changes, and activities—is to be based on the results summarized in this section.

SECTION 3

Analyzing Needs and Deriving Schoolwide Program Goals: (Tools #5 & #6)

A. Identify the strengths and weaknesses of the current educational program in the school, as identified in the comprehensive needs assessment.

B. List up to three priority focus areas for achieving the outcomes of the proposed schoolwide program.

Directions

A. The narrative should indicate how the planned program will build on program strengths and address program weaknesses and arrive at its program goals in a few priority "focus areas."

B. Explain the priority focus areas that the schoolwide program will address. If the school has undertaken other reform efforts, the goal areas may overlap with areas identified in other plans for school change. If this occurs, explain how the programs are coordinated.

SECTION 3 (cont'd)

Analyzing Needs and Deriving Schoolwide Program Goals

C. List the goals of the schoolwide program.

Directions

C. Lists the goals and benchmarks of achievement for the proposed schoolwide program. Write clear, realistic, measurable goals, complete with one- and three-year benchmarks that will indicate outcome expectations. The goal statements should make clear how all students will be served effectively in the schoolwide program. This includes educationally disadvantaged, migrant, limited English proficient, talented and gifted, bilingual, and special education students, as well as historically underserved populations, including girls and women.

SECTION 4

Instructional Program (Tool #7)

A. Describe the specific changes in the instructional program and procedures that will implement the goals of the schoolwide program.

Directions

A. This is the centerpiece of the application, containing the description of proposed schoolwide program changes. This portion of the application is the plan that will lead to the accomplishment of the goals listed in Section 3.

In this section, specify instructional and/or organizational changes for each of the schoolwide program goals. Explain how these changes will help educationally disadvantaged students and the school population as a whole. This is the time to think BIG and to show how the schoolwide program will encourage major systemic change in your school.

Plans should be based on the best available information. Explain how the school selected its new programs and strategies, including a review of the research literature, descriptions of staff visits to other programs, and/or information from staff development activities or university classes the school's faculty has participated in as they prepared their schoolwide plan. In the narrative, explain how the proposed schoolwide program will:

- base its instructional program on proven means to improve the achievement of children;
- use research-based instructional strategies (i.e., strategies that increase the amount and quality of learning time) and help provide an enriched and accelerated curriculum;
- include strategies that meet the needs of historically underserved populations and students with special needs such as those with learning disabilities, the homeless, and migrant children;
- particularly address the needs of children who are members of the target population of any component of the schoolwide program;

SECTION 4 (cont'd)

Instructional Program (Tool #7)

A. Describe the specific changes in the instructional program and procedures that will implement the goals of the schoolwide program.

Directions (cont'd)

- provide instruction by highly qualified professional staff;
- assist students with the transitions from early childhood programs to local elementary school programs and between elementary, middle, and secondary schools; and
- provide timely, effective assistance to students who experience difficulty in meeting the state's standards, including taking specific steps to involve parents in helping their children meet the standards.

Make clear the connections among the specific priority areas, goals, the instructional program, and the other elements of the plan. For example, if the goal is improvement of academic achievement in reading, then organizational, instructional, staff development, and parent involvement activities focusing on reading should be included in the plan. The plan should demonstrate how the activities support comprehensive improvement throughout the school.

SECTION 5

Professional Development (Tool #7)

A. Describe the professional qualifications of the professional staff

B. Describe the districtwide support for intensive and sustained professional development

Directions

A. Reauthorization requires that a fully qualified professional staff take responsibility for implementing the schoolwide program. Summarize in this section the professional qualifications of the staff that is proposed to conduct the schoolwide program.

   Although the program may employ classroom aides, teaching professionals should carefully supervise them.

B. Delineate the professional activities that support each of the schoolwide program goals and activities listed in the previous sections. Teachers, paraprofessionals, specialists, and administrators should be involved in the training activities. If possible, this section should include a tentative training schedule.

This section should include the professional development plan for the entire school. Regardless of the funding source—Goals 2000, regular district funding, Title I, Title II, Title VI, state and local restructuring grants—all professional development activities should be included because a schoolwide program is a whole-school effort.

SECTION 6

Parent Involvement	Directions
Section 6 is devoted to the parent involvement activities of the school. One of the advantages of the schoolwide program is the opportunity to use ESEA resources to support activities for all parents. Successful parent involvement requires providing activities that parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities.	
A. Indicate how the school will involve parents in all phases of the schoolwide program.	A. Describe how parents will be involved in the design, implementation, and evaluation of the schoolwide program.
B. Parent education activities	B. List the specific training activities for parents.
C. Monitoring the quality of parent activities	C. How will parent activities be monitored and evaluated?
D. Linkages to comprehensive family, health, and social services	D. Describe linkages to other family service programs.

SECTION 7

Accountability	Directions
The state's assessment provides the foundation for program evaluation. If the final state assessment is in place, evaluation data for reading and mathematics should be (when statistically sound) disaggregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and children with disabilities as compared to other students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.	
A. Procedures for measuring and reporting adequate student progress on an annual basis	A. Accountability for schoolwide program schools is the same for all schools. Schools are expected to achieve annual progress goals that demonstrate that all students are making adequate yearly academic progress.
B. Including teachers in decisions to use assessments that supplement the state assessment system	B. Reauthorization requires that the schoolwide program include teachers in decisions regarding the use of additional assessments to provide information on, and to improve, students' performance and the overall instruction program.
C. Reporting the results of assessments to parents and the community	C. The plan should describe how assessments, along with state or local evaluations, will be reported to parents and others.

SECTION 8

Coordination and Ongoing Program Development	Directions
A. Describe how the schoolwide program will coordinate with other programs and agencies.	A. Explain plans to coordinate with other programs and agencies including: • Assisting preschool children in the transition from early childhood programs, such as Even Start, or a Head Start/Prekindergarten or Title I preschool program, to local elementary school programs. • In secondary SWPs, where appropriate, developing the schoolwide program plan in coordination with programs under the School-To-Work Opportunities Act, the Carl D. Perkins Vocational and Applied Technology Education Act, and the National and Community Service Act of 1990. • Coordinating and integrating parent involvement activities with other programs.
B. Describe provisions for ongoing consultation among the individuals in the planning team (Section 1) concerning the continuing educational progress of all students in the school.	B. Describe how the team will determine if the school is not making satisfactory progress and what actions will it take to revise instructional programs?

SECTION 9

Fiscal Information	Directions
One of the advantages of the schoolwide program is the opportunity to combine the funding from separate programs to support whole-school reform. Reauthorization permits schoolwide programs to incorporate funds from state, local, and other federal programs, in addition to Title I. It does not exempt schools from providing appropriate services to the children in the target population in each of these programs.	
A. Describe how Title I funds and the funds from other sources will be used to implement the schoolwide program.	A. List the sources of funding for the program, including Title I, and the dollar amounts for each additional program that is contributing support: • Describe the federal, state, or local funding sources • For each separate program included in the schoolwide plan, indicate how the program will meet the intents and purposes of the designated program components

SECTION 9 (cont'd)

Fiscal Information	Directions
B. Provide a schoolwide budget, including and summarizing all funding sources.	B. In this section, use the local budget formats to describe how Title I funds and the funds from other sources listed above will implement the schoolwide program. Include the major categories of salaries/benefits; instructional materials; parent involvement; professional development; and technology. This section may be a proposed/projected 1-4 year school budget.
C. Depending on state requirements, the school may be required to document that the SWP has adequate funds to carry out this plan.	C. If the state requires, provide information that describes the district and state support for the current and past years' Title I program. Include dollar amounts of local and state funds spent at that school per student for each year.

Prior to the implementation of this plan, the draft of the completed SWP Plan can be reviewed by a School Support Team or district staff who have oversight of the school's program. If possible, schools should seek written feedback and make an effort to respond to reviewers' comments. Ultimately, SWP plans will be reviewed by district and state federal program offices, as specified in state law and local regulations.

Indicate the names and roles of the reviewers of the schoolwide program plan

Name	Current Role in School or School Community	Role in Developing the Schoolwide Plan

Tool #9: Finalizing Your Schoolwide Plan—An Evaluation Rubric[5]

Consultants in the Iowa Department of Education have developed the following rubric for schools to use to determine the quality of their schoolwide plans. The rubric suggests a "three-star" system, indicating for each component the qualities that distinguish exceptional plans from those that are acceptable or need revision.

Eight Components of a Schoolwide Plan	Exceptional ★★★	Acceptable ★★	Needs Revision ★
Comprehensive Needs Assessment	Includes a variety of data gathered from many sources	Includes data gathered from two sources	Includes data gathered from less than two sources
	Examines student, teacher, school, and community strengths and needs	Examines student strengths and needs	Examines student deficits
School Reform Strategies	Strategies increase the quality *and* quantity of instruction, using research-based methods and strategies	Increases the quality *or* quantity of instruction	Increases neither the quality nor quantity of instruction
	Research-based reform strategies are directly aligned with the findings of the needs assessment	Reform strategies are research-based and aligned with the findings of the needs assessment	Reform strategies are not directly aligned with the comprehensive needs assessment findings and do not reference research-based models
	Provides a detailed, enriched, and accelerated curriculum for all students	Provides an enriched and accelerated curriculum for select students with plans in place to move toward all	Provides a basic curriculum
	Addresses the needs of *all* children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program	Addresses the needs of *all* children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program	Addresses the needs of select students and there is no plan in place that addresses how the school will determine if identified needs are met
	Addresses specific strategies explaining how the school will determine if these needs are met	Briefly addresses how the school will determine if these needs are met	

[5] Hulse, S[illegible]dtelgte, G. (1997). Iowa Department of Education, Office of Educational Services for Children[illegible]ies, Communities.

Eight Components of a Schoolwide Plan (cont'd)	Exceptional ★★★	Acceptable ★★	Needs Revision ★
Highly Qualified Professional Staff	Staff is trained to meet individual needs of all students, but particularly the needs of children of target populations of any program that is included in the schoolwide program	Staff receives training toward meeting the needs of only select groups	Staff receives fragmented training unrelated to identified building needs
Professional Development for the Entire School Community	Professional development is tailored to meet the needs of all students and teachers as identified in the needs assessment. Professional development activities are aligned with local standards	Professional development that enables all students to meet local standards is offered to all staff	Professional development is offered only to select staff or not offered
	Entire school community participates in staff development/training	Instructional staff participates in staff development/training	Title I staff has separate staff development/training
	Evaluated in terms of increased student achievement	Evaluated in terms of teacher satisfaction	No evaluation
Parent Involvement Strategies	Specific strategies to increase parent involvement, based upon results of the needs assessment, have been identified and implemented	Specific strategies to increase parent involvement have been identified and implemented	Specific strategies to increase parent involvement have not been identified nor implemented
	Strong collaboration with community resources is evident	Some collaboration with community resources is evident	No collaboration with community resources is evident
	Parents are included as decision makers in a broad spectrum of school decisions	Parents are included as decision makers in a limited number of school decisions	Parents have no decision-making role
Preschool Transition Strategies	Collaboration is evident between schools and preschool programs (Head Start, Even Start, etc.)	Collaboration efforts have begun between school and preschool programs (Head Start, Even Start, etc.)	Collaboration is absent between school and preschool programs
	Specific strategies for helping students transition into the elementary setting have been identified and implemented	Specific strategies for helping students transition into the elementary setting have been identified	Specific strategies for helping students transition into the elementary setting have neither been identified nor implemented

Eight Components of a Schoolwide Plan (cont'd)	Exceptional ★★★	Acceptable ★★	Needs Revision ★
Teacher Participation in Making Assessment Decisions	A team of teachers, administrators and parents directly participates in the decision-making process when it involves assessment	Student performance is considered when modifying the plan	Assessment decisions are made with little or no input from the teaching staff
	Student performance drives modifications and improvements in the plan. Teachers directly participate in the decision-making process when it involves assessment	Student performance is considered when modifying the plan	Student performance is not considered when making program decisions
Intensive Assistance to Students Experiencing Difficulty in Mastering Standards	Has a well-defined process that is currently being implemented to identify students experiencing difficulty meeting local standards	Has a process in place to identify students experiencing difficulty meeting local standards	No process in place to identify students experiencing difficulty meeting local standards
	Timely, effective additional assistance is provided for students experiencing difficulty meeting local standards	Effective additional assistance is provided for students experiencing difficulty meeting local standards	Additional assistance for students experiencing difficulty meeting local standards is not provided
	Thematic, integrated instruction, designed to accommodate the needs of various learning styles, is provided	Students receive varied instruction while working with support staff	All students are taught using the same methods

Tool #10: Title I, Part A of the Elementary and Secondary Education Act

SCHOOLWIDE	TARGETED ASSISTANCE
• A school is eligible if it has a poverty level of at least 50 percent and is receiving Title I funding. However, an eligible school is not required to operate a schoolwide program.	• A school is eligible for a targeted assistance program if it serves an eligible Title I school attendance area. • With a few exceptions, "eligible attendance area" refers to a school attendance area or a school in which the percentage of low-income children is at least as high as the percentage of low-income children in the district as a whole, or is at least 35 percent.
• In order to implement a schoolwide program, an eligible school must first develop a comprehensive plan (in consultation with the LEA and school support team, and with the involvement of the community to be served and the individuals who will carry out the plan) for reforming the total instructional program in the school. • The law requires a one-year planning period.	• No comparable provisions. • The LEA plan includes a general description of targeted assistance school activities.
• A schoolwide program school uses Part A funds to upgrade the entire educational program of the school. Part A funds can be used to serve all children. • A schoolwide program is not required to identify particular children as eligible to participate in services.	• A targeted assistance program school uses Part A funds to support programs for eligible children, i.e., children who are failing, or at risk of failing, to meet the state's standards.
• In a schoolwide program school, Part A funds may be combined with other federal, state, and local funds to upgrade the entire educational program at the school.	• Coordination with other programs is expected. Commingling or combining funds is not.
• A schoolwide program may use Part A funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. A schoolwide program, however, is not required to provide supplemental services to specific children (i.e., a schoolwide program may use Part A funds to serve any and all children in the school).	• A targeted assistance school must use Part A funds only to supplement, and in no case supplant, the amount of funds that, in the absence of Part A funds, would be made available from non-federal funds for Title I participants. Part A funds may not be used to provide services that are required by law for children with disabilities and children with limited English proficiency, but may be used to coordinate or supplement these services.

SCHOOLWIDE	TARGETED ASSISTANCE
• A schoolwide program may use Part A funds only to supplement the amount of funds that would otherwise be available from non-federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. A schoolwide program, however, is not required to provide supplemental services to specific children (i.e., a schoolwide program may use Part A funds to serve any and all children in the school.)	• A targeted assistance school must use Part A fund only to supplement, and in no case supplant, the amount of funds that, in the absence of Part A funds, would be made available from non-federal funds for Title I participants. Part A funds may not be used to provide services that are required by law for children with disabilities and children with limited English proficiency, but may be used to coordinate or supplement these services.
• No comparable provisions because there are no distinctions between staff who may be paid with Part A funds and other staff. All staff support the schoolwide project.	• School personnel who are paid with Part A funds may: – assume limited duties that are assigned to similar personnel who are not paid with Part A funds, including non-instructional duties, as long as the amount of time spent on these duties is the same proportion of total work time as prevails with respect to similar personnel at the same school; – participate in general professional development and school planning activities; and – collaboratively teach with regular classroom teachers, if such collaborative teaching directly benefits participating children.
• A schoolwide program school helps all children meet the state's challenging standards. • Schoolwide program schools have a great deal of flexibility in coordinating resources. For example, in addition to the provisions stated in the boxes above, the law states that the Secretary may exempt schoolwide programs from the statutory or other regulatory provisions of any other formula or discretionary grant program administered by the Secretary to support schoolwide programs if the intent and purposes of these programs are met. • A schoolwide program must review its progress on an ongoing basis. Although the schoolwide program plan is in effect for the duration of the school's participation in Title I, the school must review and revise this plan as necessary to help all children meet the state's standards.	• A targeted assistance school assists participating children in meeting the state's proficient and advanced levels of performance by: – coordinating Part A resources with other resources; and – reviewing, on an ongoing basis, the progress of participating children, and revising the targeted assistance program as necessary to help participating children meet the state's standards (e.g., by offering extended day and year programs, and by training teachers to identify students needing assistance and to implement student performance standards in the classroom).
• Schoolwide programs are subject to school improvement provisions (§1116 and §1117).	• Targeted assistance school programs are subject to school improvement provisions (§1116 and §1117).

SCHOOLWIDE	TARGETED ASSISTANCE
• Schoolwide programs must comply with Part A requirements for parent involvement (§1118).	• Targeted assistance school programs must comply with Part A requirements for parent involvement (§1118).
• Schoolwide programs must comply with Part A requirements for professional development (§1119).	• Targeted assistance school programs must comply with Part A requirements for professional development (§1119).
• A schoolwide program must include the following components: – A comprehensive needs assessment of the entire school based on information on the performance of children in relation to the state content and performance standards – Schoolwide reform strategies that provide opportunities for all children to meet the advanced and proficient levels of student performance; use effective instructional strategies; address the needs of all children in the school; and are consistent with the state and local plans under Goals 2000 – Instruction by highly qualified professional staff – Professional development for teachers and aides (and, where appropriate, pupil services personnel, parents, principals, and other staff) – Strategies to increase parental involvement, such as family literacy services – Plans for assisting preschool children in the transition from early childhood programs to local elementary programs – Measures to include teachers in making decisions about assessments – Activities to identify, and ensure timely assistance to, students who experience difficulties	• Each targeted assistance program must: – Use Part A resources to help participating children meet the state's student performance standards expected for all children – Be based on effective strategies for improving achievement of children – Ensure that planning for students in the targeted assistance program is incorporated into existing school planning – Use effective instructional strategies that give primary consideration to extended learning time; help provide an accelerated, high-quality curriculum; and minimize use of the pull-out model – Coordinate with and support the regular educational program – Provide instruction by highly qualified staff – Provide opportunities for professional development for administrators and for teachers and other school staff who work with children in the targeted assistance program (supported with Part A funds and other sources) – Provide strategies to increase parental involvement, including family literacy services

Tool #11: Ensuring the Quality of Student Assessments—Validity, Reliability, and Fairness[6]

When schools select assessments to determine student progress, they should meet established measurement standards. Schools can consult with district or state assessment experts, or contact resource people at Regional Comprehensive Assistance Centers and universities to obtain assistance in determining whether assessments meet these standards. Publishers of assessments routinely provide technical information that demonstrate how the assessments meet the following quality standards:

Validity

The assessment measures accurately reflect what students know and can do and the results are reported meaningfully to thoroughly represent a specified knowledge or skill.

Reliability

The assessment is free from measurement errors and, if given several times without additional instruction, the student would perform at about the same level each time.

Fairness

The assessment is unbiased against students of various racial, ethnic, and gender groups and all students, given an equal opportunity to learn, can be expected to perform [redacted] same levels.

Other issues to consider when adopting assessments also influence validity, reliability and fairness. They are:

Content Coverage

Does the assessment comprehensively assess the important components of the curriculum?

Content Quality

Does the assessment represent current—not outdated—perspectives in important content areas? Is it aligned and part of curriculum and instruction?

Cognitive Complexity

Does the assessment represent the complexity of knowledge it is intended to assess and does it require students to use higher-level knowledge and skills?

Meaningfulness

Does the assessment provide meaningful tasks relevant to problems students encounter in school, work, or daily living?

Consequences

Will the assessment improve instruction and student learning or narrow the curriculum to teach assessment concepts and skills?

Feasibility

Is the information worth the costs of development, administration, and reporting in money, time, and effort?

Early Learning Assessment[7]

Almost half of the students served by ESEA programs are in prekindergarten through grade three. Although the law does not require assessment until after the early years, it does not prohibit testing in these grades, either.

Schools can obtain valuable information about individual student performance among children in pre-K to grade 2 using a variety of assessment strategies. Standardized assessments are available from publishers that provide detailed indications of the status of reading and mathematics assessment. In addition, continuing records of students' work in portfolios document progress in ways that are easily understood by parents and students. Such records can include varied examples of written work, lists of books read, and samples of tasks selected by both the teacher and the student. Student work samples are an exceptionally informative basis of progress reporting to parents. Work samples also give students a sense of satisfaction as they watch their portfolios grow and improve. Folders of work are concrete evidence of students' mastery of objectives, benchmarks, and standards. Finally, teachers can systematically gather descriptive data from observations of student activity to document evidence of developmental progress that occurs each week or each month.

The Work Sampling System (Rebus Planning Associates, 1994)[8] is an example of a structured system for gathering a combination of performance and observational data about young learners in preschool through third grade. It is a research-based, comprehensive approach to evaluating and keeping track of school learning during the early years. "Work Samples" can replace traditional report cards and standardized tests with a system that helps teachers observe children systematically, assess their academic progress, and document achievements. The materials available from the Work Sampling System include:

[6] Adapted from Illinois State Board of Education. (1994). Assessment handbook: A guide for developing assessment programs in Illinois schools. Springfield, IL: Author.

[7] Portions of this summary were adapted from Teresa McCune, Title I consultant, Office of Educational Services for Children, Families, and Communities. Iowa Department of Education, 1997.

[8] Rebus Planning Associates, Inc. (1994). The Work Sampling System (3rd Edition). Ann Arbor, MI: Author.

- Lists of age or grade-level expectations that are used to guide teachers' observations
- Profiles (collections) of students' work that demonstrates special interests and talents as well as areas in need of development
- A profile of each child's school performance, based on the checklist observations and the profiles of student work. The Summary Report can replace report cards or can serve as a supplement. It includes brief comments from teachers and can be sent home three times each year.

Accommodating the Special Education Needs of Students with Language or Learning Disabilities

Every effort should be made to test all students with the same assessments, except where Individual Educational Plans (IEPs) specify that appropriate accommodations or an alternative assessment must be provided. In many cases, accommodations may be used by students to improve the accuracy of diagnostic and evaluation information that assessments provide. Accommodations can be divided into five general types: (1) changes in the way a test is presented or administered, (2) changes in how a student answers the questions (e.g., orally, in braille, or on large braille answer sheets), (3) changes in the timing or scheduling of the test, (4) changes in the setting in which the assessment is administered, and (5) using a test written in the native language of the student (or on a braille reader).

In most cases, accommodations to students' special educational needs during instruction should parallel the accommodations that students receive during assessment. Exceptions to this guideline might include specific accommodations that would be appropriate during instruction but not during assessment, such as explaining directions or giving the student feedback on the correctness of a response unless such testing accommodations are specified by a student's IEP.

By contrast, there are some accommodations that are appropriate during assessment but not during instruction, e.g., having the student test in a separate room to reduce distraction or so a teacher can read a test. In general, however, instructional strategies and assessment accommodations should be fully aligned. Care should be taken to determine accommodations on a case-by-case basis. The specific accommodations for a disabled or a limited English speaking student must be based on the individual needs and characteristics of the student, rather than on the type of disability. Teachers and assessment administrators must guard against making general accommodations to students with the same disability, since individual children respond very differently to their disabilities. Specific accommodations should be indicated in the individual education plan for each child.

As of July 1, 1998, the following new statutory requirement will take effect under IDEA for students with specific learning disabilities. Under §614(d)(1)(A)(v)(I) and (11) of Public Law 105-17, a disabled student's IEP must include:

> a statement of any individual modifications in the administration of state or districtwide assessments of student achievement that are needed in order for the child to participate in such assessment; and if the IEP team determines that the child will not participate in a particular state or districtwide assessment of student achievement (or part of such an assessment), a statement of (1) why that assessment is not appropriate for the child; and (2) how the child will be assessed.

On October 22, 1997, the Department published in the Federal Register a Notice of Proposed Rulemaking (NPRM) implementing IDEA '97 at 62 Fed. Reg. 55026. The proposed regulations regarding participation of students with disabilities in state and districtwide assessments are found at proposed §300.138 and §300.139. The Department accepted public comment on this NPRM through January 20, 1998. At the time of this publication, comments were being reviewed to determine whether additional clarification on the new statutory requirements will be warranted when the regulations are published in final form.

The chart on the next page indicates some different ways that accommodations can be made for children's varied assessment needs. These selected examples are not intended to represent the full range of possible accommodations that could be provided. Additional information about accommodations appropriate for students with learning disabilities may be obtained by contacting the relevant state educational agency as well as other knowledgeable resources.

The Office of Special Education Programs within the Office of Special Education and Rehabilitative Services (OSERS) has a cooperative agreement with the National Center on Educational Outcomes (NCEO) at the University of Minnesota to study and provide information on including students with disabilities in statewide and other assessments. For more information about including students with disabilities in assessments, contact:

National Center on Educational Outcomes
University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455
Telephone: (612) 626-1530; Web: http://www.coled.umn.edu/NCEO

Selected Assessment Accommodations

Timing/Scheduling

Allow flexible scheduling

Allot more time to complete the test

Administer the test in several sessions of specified duration

Change the time of day for testing

Presentation

Use Braille edition or large-type edition

Make prompts available on audiotape

Increase spacing between items or reduce items per page or line

Print reading passages with one complete sentence per line

Omit questions that cannot be revised; prorate credit

Provide teacher help to understand prompt

Provide a computer to read the passage to the student

Use of Assistance Devices/Supports

Allow visual magnification devices

Provide templates to make print readable

Allow auditory amplification devices, hearing aid, or noise buffers

Administer some sections with audiotape

Secure paper to work area (tape, magnet)

Provide markers to maintain student's place

Print dark, heavy, or raised lines

Provide a "scribe" to record student's answers

Allow a word processor

Allow student to tape response for later verbatim transcription

Provide a typewriter or a computer

Use a communication device

Provide alternatives to written responses, such as oral, sign, typed, or pointing

Provide larger diameter, special grip pencil

Provide copy assistance between drafts

Allow a slant board or wedge

Provide a tape recorder

Provide a calculator

Provide an abacus

Provide arithmetic tables

Provide a spelling dictionary

Provide a spell-check device

Setting

Administer the test individually or to a small group in a separate location

Provide special lighting or acoustics

Provide adaptive or special furniture

Test Format

Increase spacing (wider lines and/or wider margins)

Use graph paper

Provide alternative format (word processed, Braille, etc.)

Allow student to mark responses in booklet rather than on answer sheet

Test Directions

Sign or read directions to students

Reread directions for each page

Simplify language in directions

Underline verbs in instructions

Clarify directions

Provide additional examples

NOTE:
These are selected examples of assessment accommodations that can be made for children. They are not intended to represent the full range of possibilities. Additional information about accommodating the special educational needs of students with disabilities can be obtained by contacting the National Center on Educational Outcomes, University of Minnesota, (612) 626-1530,
Web site: www.coled.umn.edu/nceo.

Tool #12: Building Blocks of Continuous Improvement and Accountability for Schoolwide Programs

Academic Standards

- ❒ Are teachers and other staff members familiar with the school's academic standards?
- ❒ Are staff, students, and parents aware of student performance expectations at critical transition points? (For example, does everyone know what it means for students to read independently by the end of third grade? What skills would students need to demonstrate that they are prepared for high-level mathematics by the end of eighth grade?)
- ❒ Does the school continue to inform parents and students of its academic standards and performance expectations?
- ❒ Are teachers teaching to a clear set of standards that students know and understand?
- ❒ Has student progress been examined and compared against national and state standards?
- ❒ Are students at the greatest risk demonstrating increasing proficiency in achieving state and local academic standards?

Professional Capacity Standards

- ❒ Is everyone in the school meeting his or her commitment to provide:
  - effective instruction?
  - strong instructional supports for students?
  - opportunities to use modern technology?
  - meaningful family-school partnerships?
  - strong leadership with shared decision making?
  - mentoring and mutual professional support to colleagues?
- ❒ Does the school communicate its standards for these components to parents, students, and staff?

Measurement

- ❒ Are the school's course content and instruction aligned with state and local assessments?
- ❒ Are children who have limited English proficiency or other special education needs assessed routinely, using appropriate instruments?
- ❒ Is there a clear standard of academic success that students, staff, and parents know?
- ❒ Does the school systematically measure the quality of school services using surveys of:
  - teachers and other school staff?
  - students?
  - families?
- ❒ Are data from multiple measurements disaggregated to closely analyze the performance of students:
  - in poverty?
  - with limited English speaking proficiency?
  - from various under-represented cultures and ethnic groups?
  - with disabilities?
  - with unique talents and gifts?

Continuous Improvement

- ❒ Are there regular opportunities for staff members to discuss goals for students and for the entire school?
- ❒ Is the commitment to achieving the vision of school effectiveness evident in every hallway, classroom, and office?
- ❒ Are there regular, systematic reviews and discussions of the implications of performance data?
- ❒ Is there a process for incorporating data about performance into efforts to strengthen and improve schooling?
- ❒ Are results, measured against clear performance benchmarks, reported to families and the community in a clear and friendly way?
- ❒ Does the school monitor progress toward its long-term goals?
- ❒ Does the school report its progress periodically to parents and the community?
- ❒ Does the school elicit comments from parents and the community on the outcome information it disseminates?

Resources

Contents

Resource I

BIBLIOGRAPHIC REFERENCES TO SUPPORT SCHOOLWIDE PROGRAMS

The following bibliographic references, adapted from various educational sources, can help inform efforts to plan and implement schoolwide programs in elementary and secondary schools. Selected books, journal and newsletter articles, and reports are classified into the following categories:

1. **Planning Comprehensive School Reform**
2. **Standards-driven Curriculum and Teaching**
3. **School Capacity-building and Professional Development**
4. **Accountability and Data-driven Continuous Improvement**
5. **Parent and Community Involvement**
6. **Technology**
7. **Meeting the Needs of Diverse Learners**
8. **Research-based Instructional Models and Approaches**

References that have a particularly strong emphasis on effective planning strategies for schoolwide programs are annotated.

1. Planning Comprehensive School Reform

Education Trust. (1996). *A new chance: Making the most of Title I.* Washington, DC: Author.

This guide can help practitioners better understand Title I and its implications for schoolwide reform. It recommends introducing Title I to the school community through six steps: (1) preparing for change; (2) organizing a leadership team; (3) choosing an outside advisor; (4) organizing action groups; (5) putting together a plan; and (6) joining the Education Trust's Title I High-Performance Network. The guide includes talking points to highlight the major changes in Title I, discussion of the advantages of the schoolwide option, and recommendations for organizing the planning process. It outlines the requirements of a Title I schoolwide plan and the components of a schoolwide program.

Contact: The Education Trust, 1725 K Street, NW, Suite 200, Washington, DC 20006;
(202) 293-1217; Fax (202) 293-0073
http://www.edtrust.org

Educational Testing Service. (1996). *The comprehensive needs assessment: A basis for making schoolwide decisions.* Tucker, GA: Author.

This workbook for conducting the schoolwide needs assessment provides school teams with a way to structure their data collection and analysis. It suggests that a needs assessment answer the question, "What does the school need to ensure that every child is successful?" The workbook includes sample surveys written in both English and Spanish.

Contact: Educational Testing Service/Region XIV Comprehensive Center, Suite 400,
1979 Lakeside Parkway, Tucker, GA 30084;
(800) 241-3865;
thensley@est.org
http://www.ets.org/ccxiv/index.html

Northwest Regional Educational Laboratory/Northwest Region X Assistance Center. (1997). *Cross-program analysis: Links and commonalities among IASA programs.* Portland, OR: Author.

This document summarizes the common features of various pieces of federal education legislation that supports schoolwide program development and implementation. Specific program requirements in the first nine titles of ESEA are categorized into nine program categories: (1) accountability; (2) information dissemination; (3) instructional programs; (4) needs assessment; (5) parent involvement; (6) professional development; (7) reporting; (8) staff qualifications; and (9) target groups. This resource can help school staff understand opportunities and responsibilities for meeting the intents and purposes of multiple federal education programs as they plan and carry out their schoolwide program initiative.

Contact: Northwest Regional Educational Laboratory, Northwest Region X Assistance Center
Suite 500, 101 SW Main, Portland, OR 97204;
(800) 547-6339;
info@nwrel.org

RMC Research Corporation. (1995). *Schoolwide programs: A planning manual.* Portland, OR: Author.

Designed to help educators collect data on their school and plan and implement a schoolwide program, this manual discusses the vision behind and advantages of schoolwides. It identifies key features of successful schoolwide programs: agreed-upon vision; academic focus; planning and design; management and organizational structure; professional development; cultural inclusiveness; and parent and community involvement. The manual provides an overview of IASA regulations and offers an extensive comparison of schoolwide and targeted assistance schools, as well as advice about schoolwide change and governance. It also highlights a four-step process for planning a schoolwide program: (1) conducting a comprehensive needs assessment; (2) managing the inquiry process; (3) designing the schoolwide program; and (4) evaluating the program.

Contact: RMC Research Corporation, 1000 Market Street, Portsmouth, NH 03801;
(800) 258-0802;
billig@rmcdenvere.com

WestEd. (1997). *Schoolwide reform: A new outlook (vols. 1&2).* San Francisco, CA: Author.

This two-volume guide details the who, what, why, when, and where of conducting comprehensive schoolwide planning. It is accompanied by a video and detailed worksheets. The guide can help school practitioners as well as parents and community leaders understand the philosophical and research basis of the schoolwide option. Resources include: (1) planning, assessment, and plan-writing tools and activities; (2) examples of how innovative schools are implementing schoolwide reform; (3) information about research that supports effective schoolwide strategies; and (4) answers to frequently asked questions about IASA and schoolwide programs.

Contact: Comprehensive Assistance Center, Region XI, WestEd, 730 Harrison Street,
San Francisco, CA 94107;
(800) 645-3276; Fax (415) 565-3012
http://www.wested.org

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2. Standards-driven Curriculum and Teaching

Mitchell, R. (1996). *Front-end alignment: Using standards to steer educational change.* Washington, DC: The Education Trust.

This manual can guide those interested in developing standards and using them as a vehicle for rethinking and improving education. The five sections address: (1) academic standards; (2) standards and student work; (3) performance standards; (4) curriculum and assessment; and (5) transition to a standards-based model. In the area of establishing academic standards, this manual offers advice on forming a writing committee for each academic area or goal; collecting state and local standards from other jurisdictions; and forming a review committee that represents every segment of the community. The manual advocates examining student work as part of the process of setting performance standards and designing curriculum and assessments, and offers a six-step process for looking at student work.

Contact: The Education Trust, 1725 K Street, NW, Suite 200, Washington, DC 20006; (202) 293-1217; Fax (202) 293-0073
http://www.edtrust.org

Mitchell, R., Willis, M., & Chicago Teachers Union Quest Center. (1995). *Learning in overdrive: Designing curriculum, instruction, and assessment from standards.* Golden, CO: North American Press.

This process manual can help teachers plan standards-based instructional units. It demonstrates how to connect standards to interdisciplinary clusters; devise real-world tasks that represent the standards; and organize the tasks in such a way that students can attain the standards. The manual is recommended for use during a workshop or other collaborative venture and prescribes a nine-step process to implement a standards-driven system: (1) selecting standards; (2) identifying and clarifying standards; (3) making connections among standards; (4) developing culminating tasks; (5) checking standards against the task; (6) organizing the culminating task into learning sections; (7) developing and scoring performance assessments; (8) determining appropriate instructional strategies; and (9) evaluating the instructional unit.

Contact: Fulcrum Resources, 350 Indiana Street, Suite 350, Golden, CO 80401-5093; (800) 992-2908

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New Standards. (1997a). *Performance standards: English language arts, mathematics, science, applied learning, volume 1, elementary school.* Washington, DC: National Center on Education and the Economy.

New Standards. (1997b). *Performance standards: English language arts, mathematics, science, applied learning, volume 2, middle school.* Washington, DC: National Center on Education and the Economy.

New Standards. (1997c). *Performance standards: English language arts, mathematics, science, applied learning, volume 3, high school.* Washington, DC: National Center on Education and the Economy.

Noddings, N. (1997, November). Thinking about standards. *Phi Delta Kappan*, pp. 184-189.

Sierra-Perry, M. (1996). *Standards in practice: Grades 3-5.* Urbana, IL: National Council of Teachers of English.

Smagorinsky, P. (1996). *Standards in practice: Grades 9-12.* Urbana, IL: National Council of Teachers of English.

Speech Communication Association. (1996). *Speaking, listening, and media literacy standards for K through 12 education.* Annandale, VA: Author.

Wilhelm, J.D. (1996). *Standards in practice: Grades 6-8.* Urbana, IL: National Council of Teachers of English.

3. School Capacity Building and Professional Development

Hord, S. (1997). *Professional learning communities: Communities of continuous inquiry and improvement.* Austin, TX: Southwest Educational Development Laboratory.

This literature review defines and describes a professional learning community composed of teachers and administrators; documents what happens when school staff work collectively to ensure increased learning for students; and discusses what is known about creating professional

learning communities in schools. The review identifies five attributes of professional learning communities: (1) supportive and shared leadership; (2) collective creativity; (3) shared values and vision; (4) supportive conditions; and (5) shared personal practice. According to the author, this body of research demonstrates improved outcomes for both students and faculties in schools organized as professional learning communities.

Contact: Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701; (512) 476-6861; Fax (512) 476-2286

Joyce, B., & Calhoun, E. (1995). An inquiry not a formula. *Educational Leadership*, (52)7, 51.

The authors suggest ways to overcome structural barriers and encourage school renewal through internal reorganization. Under this framework, school improvement plans are hypotheses rather than panaceas. The article explores six hypotheses relating to reorganizing schedules to provide time for collective inquiry; creating an environment characterized by active democracy and collective inquiry; studying the learning environment; connecting faculties to current research on teaching and learning; restructuring staff development as an inquiry into curriculum and instruction; and having faculties work collaboratively.

Contact: Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453
(800) 933-2723 or (703) 549-9110; Fax (703) 299-8631
http://www.ascd.org
E-mail: member@ascd.org

National Staff Development Council. (1994). *Standards for staff development*. Oxford, OH: Author.

The National Staff Development Council, in conjunction with other organizations and experts, developed standards to guide schools and districts in improving the quality of staff development. The standards address organizational culture, the mechanism of staff development, and the actual skills and knowledge effective educators need. Separate editions are available for elementary, middle, and high schools. A study guide accompanies each edition and includes an assessment instrument and suggestions for using the standards to promote high-quality school-based staff development. In addition, a self-assessment and planning tool enables users to determine where to focus their staff development efforts.

Contact: National Staff Development Council, P.O. Box 240, Oxford, OH 45056
(800) 727-7288; Fax (513) 523-0638
http://www.nsdc.org
E-mail: nsdchirsh@aol.com

Wood, F. (1993). *How to organize a school-based staff development program*. Alexandria, VA: Association for Supervision and Curriculum Development.

This booklet describes a multi-stage approach to staff development. It provides strategies for developing ownership and commitment, designing in-service training that is based on adult learning theories, and ensuring that in-service training influences classroom practices. The book advocates the continuous involvement of all staff members.

Contact: Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453
(800) 933-2723 or (703) 549-9110; Fax (703) 299-8631
http://www.ascd.org
E-mail: member@ascd.org

Additional Publications about School Capacity Building and Professional Development

Ashby, D.E., Maki, D.M., & Cunningham-Morris, A. (1996). Organization development: Using data for decision making. *Journal of Staff Development*, 17(1), 8-11.

Fullan, M. (1994). *Change forces: Probing the depths of educational reform.* New York: The Falmer Press.

Fullan, M., & Hargreaves, A. (Eds.). (1993). *Teacher development and educational change.* London, England: The Falmer Press.

Fullan, M., & Stiegelbauer, S. (1991). *The new meaning of educational change* (2nd ed.). New York: Teachers College Press.

Gall, M.D., & Vojtek, R.O. (1994). *Planning for effective staff development: Six research-based models.* ERIC Clearinghouse on Educational Management, 97403-5207.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the post modern age.* New York: Teachers College Press.

Harvard Education Review. (1998). *Professional Development (Focus Series 4).* Cambridge, MA: Harvard Graduate School of Education.

Joyce, B., & Showers, B. (1995). *Student achievement through staff development* (rev. ed). White Plains, NY: Longman, Inc.

Joyce, B., Showers, B., & Rolheiser-Bennett, C. (1987). Staff development and student learning: A synthesis of research on models of teaching. *Educational Leadership,* 45(2), 11-23.

Lieberman, A. (1995). Practices that support teacher development: Transforming conceptions of professional learning. *Phi Delta Kappan,* 76(8), 591-596.

Little, J.W. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis,* 15(2), 129-151.

Rossman, G.B., Corbett, H.D., & Firestone, W.A. (1988). *Change and effectiveness in schools: A cultural perspective.* Albany, NY: State University of New York Press.

San Antonio Independent School District. (1997). *Developing a community of learners: A resource guide for school improvement.* San Antonio, TX: Author.

Sparks, D., & Hirsh, S. (1997). *A new vision for staff development.* Alexandria, VA: Association for Supervision and Curriculum Development and Oxford, OH: National Staff Development Council.

Wehlage, G., Smith, G., & Lipman, P. (1989). *Reducing the risk: Schools as communities of support.* Philadelphia, PA: Falmer Press.

4. Accountability and Data-driven Continuous Improvement

Board of Education of the City of Chicago. (1994). *Children first: Self-analysis guide.* Chicago, IL: Department of Research, Evaluation, and Planning, Board of Education of the City of Chicago.

This self-analysis guide is one component of the Chicago Public School's systemwide school improvement initiative, Pathways to Achievement. It is based on five essential supports for student learning: (1) school leadership; (2) student-centered learning environment; (3) parent and community partnerships; (4) professional development and collaboration; and (5) quality learning experiences.

Contact: Board of Education of the City of Chicago, 1819 West Pershing Road, Chicago, IL 60609 (773) 535-8000

Herman, J., & Winters, L. (1992). *Tracking your school's success: A guide to sensible evaluation.* Los Angeles, CA: Los Angeles Center for Research on Evaluation, Standards, and Student Testing, University of California.

This book offers a variety of established techniques for evaluating and monitoring a school's academic progress and addressing its shortcomings. It demonstrates how to use evaluation as a tool for implementing changes and increasing accountability involving relevant stakeholder groups. The recommended approach is a six-step decision-making process that suggests ways to: (1) identify and report successes; (2) manage instrument and data collection; (3) score and summarize data; (4) analyze and interpret information; (5) act on findings; and (6) continue program monitoring. Sample worksheets, data, and surveys are also provided.

Contact: Corwin Press, 2455 Teller Road, Newbury Park, CA 91320-2218
(805) 499-9734; Fax (805) 499-0871

Meisels, S.J., Jablon, J.R., Marsden, D.B., Dichtelmiller, M.L., Dorfman, A.B., & Steele, D.M. (1994). *The work sampling system: An overview* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates, Inc.

This document introduces the work sampling system—a performance assessment—to teachers, administrators, and others who want to implement the system in their schools and classrooms. It describes the key elements of the system: developmental guidelines and checklists, portfolios, and summary reports. It also addresses issues related to implementing the system such as how to work with families and staff development. A glossary and examples of Work Sampling System materials available for classroom use are included in the appendices.

Contact: Rebus Planning Associates, Inc., 4111 Jackson Road, Ann Arbor, MI 48103; (734) 668-487

Wagner, M., Fiester, L., Reisner, E., Murphy, D., & Golan, S. (1997). *Making information work for you: A guide for collecting good information and using it to improve comprehensive strategies for children, families, and communities*. Washington, DC: U.S. Department of Education.

A planning and evaluation resource that focuses on using data to improve the lives of children and families. This guide offers principles, processes, and evaluation instruments that schools and community organizations can use to collect sound information and document program progress. Included in this evaluator's tool kit are suggestions for starting the evaluation process and for documenting results.

Contact: U.S. Department of Education, Planning and Evaluation Service; (800) USA-LEARN

Additional Publications about Accountability and Data-driven Continuous Improvement

Bernhardt, V. (1994). *The school portfolio: A comprehensive framework for school improvement*. Princeton, NJ: Eye on Education.

Beyer, B.K. (1995). *How to conduct a formative evaluation*. Alexandria, VA: Association for Supervision and Curriculum Development.

Coyne, M. (1997). Weaving authentic assessment into the tapestry of learning. *CC-VI Forum*, 2(1), 1-2.

Darling-Hammond, L., Ancess, J., & Falk, B. (1995). *Authentic assessment in action: Studies of schools and students at work*. New York: Teachers College Press.

Darling-Hammond, L., & Snyder, J. (1992). Framing accountability: Creating learner-centered schools. In A. Lieberman (Ed.), *The changing contexts of teaching*. Chicago, IL: National Society for the Study of Education, 11-36.

Farr, B.P., & Regulations, E. (1997). *Assessment alternatives for diverse classrooms*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Farr, B., & Trumbull, E. (1997). *Equitable assessment for diverse classrooms*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Ginsburg, A. & Fiester, L. (Forthcoming). *Measuring up: Using data to help students and schools meet high standards*. Washington, DC: U.S. Department of Education.

Genishi, C., & Dyson, A.H. (1984). *Language assessment in the early years*. Norwood, NJ: Ablex.

Haney, W., & Madaus, G. (1989). Searching for alternatives to standardized tests: Whys, whats, and whithers. *Phi Delta Kappan*, 70(9), 683-687.

Jaeger, R. (1994). *Designing and developing effective school report cards: A research synthesis*. Kalamazoo, MI: Center for Research on Educational Accountability and Teacher Evaluation, Western Michigan University.

Johnson, J. (1996). *Data-driven school improvement*. Eugene, OR: Oregon School Study Council.

Mitchell, R. (1992). *Testing for learning: How new approaches to evaluation can improve American schools*. New York: The Free Press.

National Center for Restructuring Education, Schools, and Teaching. (1994). *Authentic teaching and assessment: Policy and practice*. New York: The National Center for Restructuring Education, Schools, and Teaching, Columbia University.

Navarrete, C., Wilde, J., Nelson, C., Martinez, R., & Hargett, G. (1990). *Informal assessment in educational evaluation: Implications for bilingual education programs*. Washington, DC: National Clearinghouse for Bilingual Education.

Schmoker, M. (1996). *Results: The key to continuous school improvement*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Shepard, L.A. (1995). Using assessment to improve learning. *Educational Leadership*, 52(5), 38-43.

Smith, M.A., & Ylvisaker, M. (Eds.). (1993). *Teachers' voices: Portfolios in the classroom*. Berkeley, CA: National Writing Project, Graduate School of Education, University of California at Berkeley.

Thurlow, M. (1996). Balancing accountability for results and diversity in the classroom. *CC-VI Forum*, 1(1), 8.

5. Parent and Community Involvement

Canter, L., & Canter, M. (1991). *Parents on your side: A comprehensive parent involvement program for teachers & Parents on your side: Resource materials workbook*. Santa Monica, CA: Lee Canter & Associates.

This workbook of resources and information can help teachers meet specific parent involvement goals. The seven sections reflect the types of home-school communications needed at different points throughout the school year. The workbook contains reproducibles, classroom aids, organizational ideas, charts, and checklists. Specific examples include conference planning sheets, letters and notes to parents, home-school contracts, phone call planning sheets, communication tracking sheets, and back to school night activities.

Contact: Lee Canter & Associates, 1307 Colorado Avenue, Santa Monica, CA 90404
(800) 262-4347 or (310) 395-3221

Rich, D. (1992). *MegaSkills*. New York: Houghton Mifflin Company.

This book describes MegaSkills, a comprehensive approach to helping families teach children values, skills, and attitudes that improve achievement. The program is based on the assumption that students will perform best in school if both the family and community join with the school in delivering the message that education is important.

Contact: Houghton Mifflin Company, 215 Park Avenue South, New York, NY 10003; (212) 420-5800

U.S. Department of Education. (1997). *A compact for learning: An action handbook for school-family-community partnerships*. Washington, DC: Author.

This handbook highlights key issues of interest to teachers, parents, and principals who want to improve the home-school-community partnership through developing a Title I compact, a written commitment for sharing responsibility for student learning. The handbook guides the

school compact development team through the steps of building a compact, and includes information, examples, strategies, checklists, and activity sheets.

Contact: The Partnership for Family Involvement in Education, U.S. Department of Education
600 Independence Avenue, SW, Washington, DC 20202-8173
(202) 401-2000
http://www.ed.gov

U.S. Department of Education. (1997). *Overcoming barriers to family involvement in Title I schools: Report to Congress.* Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

This report to Congress identifies and describes common barriers to effective parental involvement in their children's education and successful local practices and programs to improve parent involvement. Specifically, the report includes profiles and examples detailing the experiences of 20 Title I schools and districts that have been successful in engaging parents in their children's education and illustrates strategies for moving schools, families, and communities beyond the common barriers to getting involved in their schools.

Contact: The Partnership for Family Involvement in Education, U.S. Department of Education
600 Independence Avenue, SW, Washington, DC 20202-8173
(202) 401-2000
http://www.ed.gov

Additional Publications about Parent and Community Involvement

Berla, N., Garlington, J., & Henderson, A.T. (1993). *Taking stock: The inventory of family, community, and school support for student achievement.* Washington, DC: National Committee for Citizens in Education.

Cartwright, M., & D'Orso, M. (1993). *For the children: Lessons from a visionary principal.* New York: Doubleday.

Epstein, J., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1996). *Partnership 2000 schools manual: Improving school-family-community connections.* Baltimore, MD: Center on Families, Communities, Schools and Children's Learning and Center for Research on the Education of Students Placed at Risk, Johns Hopkins University.

Epstein, J., Coates, L., Salinas, K., Sanders, M., & Simon, B. (1997). *School, family, and community partnerships: Your handbook for action.* Thousand Oaks, CA: Corwin Press.

Funkhouser, J., & Gonzales, M. (1997). *Family involvement in children's education successful local approaches: An idea book.* Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

Fruchter, N., Galletta, A, & White, J.L. (1992). *New directions in parent involvement.* New York: Academy for Educational Development.

Kailin, S. (1997). Parent involvement in schoolwides: Communication is the key. *CC-VI Forum,* 2(2), 15-17.

Moles, O. (Ed.). (1997). *Reaching all families: Creating family-friendly schools.* Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

Rioux, J.W., & Berla, N. (1993). *Innovations in parent and family involvement.* Princeton, NJ: Eye on Education.

Rogers, M. (1995). *Planning for Title I programs: Guidelines for parents, advocates, and educators.* Washington, DC: Center for Law and Education.

Rutherford, B., Billig, S., & Kettering, J. (1996). *Family/school partnerships: A review of the research and practice literature on parent and community involvement and literature related to the middle grades.* Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

Swap, S.M. (1987). *Enhancing parent involvement in schools*. New York: Teachers College Press.

U.S. Department of Education. (1994). *Strong families, strong schools: Building community partnerships for learning*. Washington, DC: Author.

U.S. Department of Education. (1996). *Putting it together: Comprehensive school-linked strategies for children and families*. Washington, DC: Author.

6. Technology

Casson, L., Bauman, J., Fisher, E.R., Linblad, M., Sumpter, J.R., Tornatzky, L.G., & Vickery, B.S. (1997). *Making technology happen: Best practices and policies from exemplary K-12 schools for teachers, principals, parents, policy makers, and industry*. Research Triangle Park, NC: Southern Technology Council.

This book is designed primarily to foster peer-to-peer information exchange among school personnel as they implement a program of educational technology. It provides how-to information on implementing educational technology by providing a large set of peer examples of how other schools have approached various pieces of the process. Information includes descriptive data and many case examples of implementation-related practices and policies. Many of the more than 600 examples include the name and location of the school and district.

Office of Educational Research and Improvement, Office of Educational Technology. 1997). *Parents guide to the Internet*. Washington, DC: U.S. Department of Education.

This guide introduces parents to the Internet and tells how to navigate it. The guide can help parents make use of the online world as an educational tool, and suggests ways parents can allow their children to explore the many educational uses of the Internet while safeguarding them from its potential hazards.

Additional Publications about Technology

American Association of School Administrators. (1996). *Beyond bells and whistles: How to use technology to improve student learning*. Arlington, VA: Author.

Braun, L. (1993). Educational technology: Help for all the kids. *The Computing Teacher*, 11-15.

Cafolla, R., Kauffman, D., & Knee, R. (1997). *World Wide Web for teachers*. Boston, MA: Allyn & Bacon.

Education Week. (1997). Technology counts: Schools and reform in the information age (special issue, multiple authors). *Education Week*, 17(11).

Educational Testing Service. (1997). *Computers and classrooms: The status of technology in U.S. schools*. Princeton, NJ: Author.

Fisher, C., Dwyer, D.C., & Yocam, K. (1996). *Education & technology: Reflections on computing in classrooms*. San Francisco, CA: Jossey-Bass.

Glennan, T.K., & Melmed, A. (1996). *Fostering the use of educational technology*. Santa Monica, CA: Rand Corporation.

Gooden, A. (1996). *Computers in the classroom: How teachers and students are using technology to transform learning*. San Francisco, CA: Jossey-Bass.

Harvard Education Review. (1997). *Technology and schools (Focus series 3)*. Cambridge, MA: Harvard Graduate School of Education.

International Technology Education Association. (1996). *Technology for all Americans: A rationale and structure for the study of technology*. Reston, VA: Author.

Means, B., & Olson, K. (1995). *Technology's role in education forum: Findings from a national study of innovating schools*. Menlo Park, CA: SRI.

National Council for Accreditation of Teacher Education. (1997). *Technology and the new professional teacher: Preparing for the 21st century*. Washington, DC: Author.

National Governors' Association. (1997). *State strategies for incorporating technology into education*. Washington, DC: Author.

Office of Technology Assessment. (1995). *Teachers & technology: Making the connection*. Washington, DC: Congress of the United States.

Sandholtz, J.H., Ringstaff, C., & Dwyer, D.C. (1997). *Teaching with technology: Creating student-centered classrooms*. New York: Teacher's College Press.

U.S. Department of Education. (1996). *Getting America's students ready for the 21st century: Meeting the technology literacy challenge*. Washington, DC: Author.

7. Meeting the Needs of Diverse Learners

Center for the Development and Study of Effective Pedagogy for African American Learners. (1996). *Success stories of CPAL exemplary and recognized Title I schools/communities: A resource for training*. Houston, TX: Center for the Development and Study of Effective Pedagogy for African American Learners, Texas Southern University.

This report documents how 30 Title I schools in Texas provide an equitable education for significant numbers of African American or low-income students. Researchers identified several common elements among the successful schools, including: (1) clear vision; (2) knowledge of curriculum; (3) high mutually determined performance expectations; (4) demonstrative professionalism; (5) parent and community involvement; (6) strong leadership; (7) attitude formation; (8) ability to implement change; (9) school climate and morale; (10) flexibility; (11) use of technology; (12) high-quality teaching and learning; and (13) effectively targeting resources.

Contact: Texas Southern University, College of Education, 3100 Cleburne Avenue, Houston, TX 77004 (713) 313-7499

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

This analysis of cultural conflict in the classroom explores cultural bias and ignorance in the nation's public schools and suggests that many of the academic problems attributed to children of color are actually the result of miscommunication. The author introduces the concept of teachers as "cultural translators" for students and acknowledges the voices of nonmainstream students and teachers. The book offers recommendations to teachers and policy makers and includes an essay on multicultural education.

Contact: The New Press, 450 West 41st Street, New York, NY 10036; (212) 629-8802

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass Publishers.

This book documents the practices of teachers who were successful in reaching African American students. Drawing on her own experiences as an African American student, teacher, and parent, the author highlights exemplary teachers who share an approach to teaching that strengthens cultural identity. The book offers practical suggestions for improving the learning of African American students.

Lee. C.C. (Ed.). (1995). *Counseling for diversity: A guide for school counselors and related professionals*. Boston, MA: Allyn & Bacon.

This guide provides elementary, middle, and secondary school counselors and others in related professions with suggestions for developing, implementing, and evaluating important components of counseling programs for culturally diverse student groups.

Contact: Allyn & Bacon, Division of Simon & Schuster, Inc., 160 Gould Street, Needham, MA 02194 (781) 455-1250

Siccone, F. *Celebrating diversity: Building self-esteem in today's multi-cultural classrooms.* Boston, MA: Allyn & Bacon Publishers.

This book includes 75 classroom activities for students in grades K-8 that are designed to help teachers build self-esteem and appreciate cultural diversity in the classroom. The activities emphasize cultural identity, working cooperatively, personal responsibility, and conflict management. The book also includes bibliographies of readings linked to the activities and a bibliography of children's books organized by cultural groups.

Contact: Allyn & Bacon, Division of Simon & Schuster, Inc., 160 Gould Street, Needham, MA 02194 (781) 455-1250

Additional Publications about Meeting the Needs of Diverse Learners

Arraf, S. (1996). Schoolwide designs: Effective models for diverse learners. *CC-VI Forum*, 1(1), 3-8.

August, D., Hakuta, K., Olguin, F., & Pompa, D. (1995). *LEP students and Title I: A guidebook for educators*. Washington, DC: Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education.

Banks, J. (1996). *Teaching strategies for ethnic studies* (6th Edition). Boston: Allyn and Bacon.

Committee on Goals 2000 and the Inclusion of Students with Disabilities. (1997). *Educating one and all: Students with disabilities and standards-based reform*. Washington, DC: National Academy Press.

Committee on Policy for Racial Justice. (1989). Visions of a better way: Improving schools for black children. *Equity and Choice*, 6(1), 5-9, 49-54.

Connors, J. (1996). Cultural diversity in the classroom: Reaching out to Native American students. *CC-VI Forum*. 1(1), 11-12.

Council of Chief State School Officers. (1990). *School success for limited English proficient students: The challenge and state response*. Washington, DC: Author.

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56, No.1, 18-36.

Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Funkhouser, J., Fiester, L., O'Brien, E., & Weiner, L. (1995). *Extending learning time for disadvantaged students: An idea book*. Washington, DC: U.S. Department of Education.

Giangreco, M. (1996). A teacher's guide to including students with disabilities. *Educational Leadership*, 53(5), 56-59.

Harvard Education Review. (1996). *Inclusion and special education (Focus series 1)*. Cambridge, MA: Harvard Graduate School of Education.

Harvard Education Review. (1996). *Motivation, achievement, and testing (Focus series 2)*. Cambridge, MA: Harvard Graduate School of Education.

Heath, S.B., & McLaughlin, M.W. (Eds.). (1993). *Identity and inner-city youth: Beyond ethnicity and gender*. New York: Teachers College Press.

Herman, R., & Stringfield, S. (1997). *Ten promising programs for educating disadvantaged students: Review of research on implementation and potential effects*. Arlington, VA: Educational Research Service.

Hirabayashi, L.R. (Ed.). (1997). *Teaching Asian America: Diversity and the problem of community (Pacific Formations)*. Unpublished manuscript.

Kemple, J.J. (1997, December). *Career academics*. San Francisco: Manpower Research Development Corporation.

Martin, R. (1995). *Practicing what we teach: Confronting diversity in teacher education.* Albany, NY: State University of New York.

Marzano, R.J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model.* Alexandria, VA: Association for Supervision and Curriculum Development.

McLaughlin, M.W., & Talbert, J., Kahne, J., & Powell, J. (1990). Constructing a personalized school environment. *Phi Delta Kappan,* 72(3), 230-235.

Meinberg, S.L. (1993). *Into the hornet's nest: An incredible look at life in an inner city school.* Saratoga, CA: R&E Publishers.

Metti, J. (1996). Is it "bilingual" or "bithinkual" education? *CC-VI Forum,* 1(1), 10-11.

Meyers, M. (1994). *Teaching to diversity: Teaching and learning in the multi-ethnic classroom.* Menlo Park, CA: Addison-Wesley Publishing Company.

Nieto, S. (1996). *Affirming diversity: The sociopolitical context of multicultural education.* New York: Longman Publishing Group.

Northeast and Islands Regional Educational Laboratory. (1997). *Looping: Supporting student learning through long-term relationships.* Providence, RI: Brown University.

O'Neil, J.O. (1998, January/1997, December). "Why are all the black kids sitting together in the cafeteria?" and other conversations about race: A conversation with Beverly Daniel Tatum. *Educational Leadership,* pp. 12-17

Ovando, C.J., & Collier, V.P. (1997). *Bilingual and ESL classrooms.* New York: McGraw-Hill.

Phelan, P., & Davidson, A.L. (Eds.). (1993). *Renegotiating cultural diversity in American schools.* New York: Teachers College Press.

Putnam, J.W. (1993). *Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom.* Baltimore, MD: Paul H. Brookes.

Rasool, J., & Curtis, C. (1997). A *primer for diversity in middle and secondary school classrooms.* San Francisco: Wadsworth Publishing Company.

Secada, W., Fennema, E., & Adajian, L.B. (1995). *New directions for equity in mathematics education.* Reston, VA: NCTM.

Stringfield, S., Herman, R., & Stringfield, S. (1997). *Ten promising programs for educating disadvantaged students: Review of research on implementation and potential effects.* Arlington, VA: Educational Research Service.

Tiedt, P.L., & Tiedt, I.M. (1986). *Multicultural teaching: A handbook of activities, information, and resources* (2nd ed.). Boston: Allyn & Bacon.

Tomlinson, T.M. (1993). *Motivating students to learn: Overcoming barriers to high achievement.* Berkeley, CA: McCutchan Publishing Corporation.

Weis, L., & Fine, M. (Eds.). (1993). *Beyond silenced voices: Class, race, and gender in United States schools.* Albany, NY: State University of New York Press.

Wlodkowski, R.J., & Ginsberg, M.B. (1995). *Diversity and motivation: Culturally responsive teaching.* San Francisco: Jossey-Bass Publishers.

8. Research-based Instructional Models and Approaches

Bullard, P., & Taylor, B.O. (1993). *Making school reform happen.* Boston: Allyn and Bacon.

This book describes the effective schools improvement process and the individuals who can ensure its success through their teaching, leadership, accountability, and commitment. It is based on interviews with 450 people from various backgrounds and perspectives and discusses the philosophy behind the Effective Schools movement; the potential impact business strategies can

have on outcome-based accountability; school-based management; and what reform changes mean for parents and students.

Contact: Londwood Division, Allyn & Bacon, 160 Gould Street, Needham, MA 02194; (781) 455-1250

Charles A. Dana Center at The University of Texas-Austin and The STAR Center. (1997). *Successful Texas schoolwide programs.* Austin, TX: Author.

A team of researchers examined 26 high-poverty Texas schools that were receiving Title I funding, and where at least 70 percent of students passed the reading and mathematics sections of the Texas Assessment of Academic Skills. The report identifies seven characteristics common among these successful schools: (1) focus on the academic success of every student; (2) no excuses; (3) experimentation; (4) inclusivity; (5) sense of family; (6) collaboration and trust; and (7) passion for learning and growing. The report includes profiles of each of the 26 schools as well as quotes from school practitioners and parents. The accompanying video and discussion guide, "We Can Do It," are intended to encourage a commitment to inquiry and self-study and to assist schools in their reflection and planning processes.

Contact: The Charles A. Dana Center, The University of Texas at Austin, 2901 North IH-35, ECN 2.200, Austin, TX 78722-2348;
(512) 475-9708; Fax (512) 232-1853, 1855
dana-star@mail.utexas.edu

The STAR Center
(888) FYI-STAR
http://www.starcenter.org

Educational Testing Service. (1996). Research-based successful strategies. Tucker, GA: Author.

This booklet offers an overview of research-based strategies to improve education for all students, highlighting information on effective schools and school reform models. It also recommends readings that schoolwide planning team members and study groups can use to stimulate discussions on comprehensive school change.

Contact: Educational Testing Service/Region XIV Comprehensive Center, Suite 400,
1979 Lakeside Parkway, Tucker, GA 30084
(800) 241-3865
Thensley@est.org; http://www.ets.org/ccxiv/index.html

Joyce, B., & Calhoun, E. (1996). *Creating learning experiences: The role of instructional theory and research.* Alexandria, VA: Association for Supervision and Curriculum Development.

The authors discuss alternative models of teaching and learning that schoolwide planning teams can draw on as they select research-based models for implementing comprehensive school reforms. The authors examine the conceptual frameworks of proven learning and teaching models developed over the past 30 years. They discuss the likely applications for the models and how classrooms can use the models to serve diverse learners. Information is organized according to concept-based frameworks and discusses different contexts in which models are most likely to be useful. This resource can help schoolwide planning team members and other school staff to select the most appropriate teaching and learning models for a particular school or group of students.

Contact: Association for Supervision and Curriculum Development, 1250 N. Pitt Street,
Alexandria, VA 22314-1453
(800) 933-2723; Fax (703) 299-8631
http://www.ascd.org; E-mail: member@ascd.org

Slavin, R., & Fashola, O. (1998). *Show me the evidence: Proven and promising programs for America's schools.* Newbury Park, CA: Corwin Press.

This book reviews evidence about various education programs to help Title I schools devote their resources to those programs that demonstrate effectiveness in increasing student achievement. Special attention is given to Title I schoolwide programs. The book also suggests ways in which districts can design strategies for introducing, evaluating, and replicating successful models.

Stringfield, S., Ross, S., & Smith, L. (Eds.). (1996). *Bold plans for school restructuring: The New American Schools designs.* Mahwah, NJ: Lawrence Erlbaum Associates.

This book draws on the first three years' work of nine development teams working on the New American Schools project, which focuses on whole school restructuring designs. Each design team contributed a chapter to the book, describing its design selection process as well as its restructuring design. The designs include: the Audrey Cohen College System of Education; ATLAS Communities; the Co-NECT Design for School Change; the Expeditionary Learning Outward Bound Design; the Modern Red Schoolhouse; National Alliance for restructuring Education; Roots and Wings; Community Learning Centers; and Los Angeles Learning Centers.

Contact: New American Schools, 1000 Wilson Blvd. Suite 2710, Arlington, VA 22209; (703) 908-9500

Additional Publications about Research-based Instructional Models and Approaches

Adams, G.L., & Engelmann, S. (1997). *Research on direct instruction: 25 years beyond DISTAR.* Seattle, WA: Educational Achievement Systems.

Adams, M.J., Stahl, S.A., Osborn, J., & Lehr, F. (1990). *Beginning to read. Thinking and learning about print: A summary.* Champaign, IL: Center for the Study of Reading, The Reading Research and Education Center, University of Illinois at Urbana-Champaign.

Adler, M. (1982). *The Paideia proposal.* New York: MacMillan.

Centre for Educational Research and Innovation. (1994). *Quality in teaching.* Paris, France: Organization for Economic Co-operation and Development.

Crawford, J. (1997). *Best evidence: Research foundations of the Bilingual Education Act.* Washington, DC: National Clearinghouse for Bilingual Education.

Fullan, M., & Miles, M. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan,* 73(10), 745-752.

Graves, D.H. (1983). *Writing: Teachers and children at work.* Exeter, NH: Heinemann.

Hartse, J.C., Short, K.G., & Burke, C. (1988). *Creating classrooms for authors: The reading-writing connection.* Portsmouth, NH: Heinemann.

Henderson, A.T., & Berla, N. (1995). *The family is critical to student achievement.* Washington, DC: Center for Law and Education.

Hiebert, E. H. (1994). Reading recovery in the United States: What difference does it make to an age cohort? *Educational Researcher,* 23(9), 15-25.

Herman, R., & Stringfield, S. (1997). *Ten promising programs for educating disadvantaged students: Review of research on implementation and potential effects.* Arlington, VA: Educational Research Service.

Hopfenberg, W., & Levin, H. (1993). *Accelerated schools resource guide.* San Francisco: Jossey-Bass Publishers.

Klein, S., Medrich, E., & Perez-Ferreiro, V. (1996). *Fitting the pieces: Education reform that works.* Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

Levine, D.U., & Lezotte, L.W. (1990). *Unusually effective schools: A review and analysis of research and practice.* Madison, WI: The National Center for Effective Schools Research and Development.

Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

National Center for Effective Schools Research and Development. (1991). *A handbook for implementing school improvement.* Madison, WI: University of Wisconsin.

Quellmalz, E., Shields, P.M., Knapp, M.S., Bamburg, J.D., Anderson, L., Hawkins, E., Hill, L., Ruskus, J., & Wilson, C.L. (1995). *School-based reform: Lessons from a national study: A guide for school reform teams.* Washington, DC: U.S. Department of Education.

Slavin, R., Madden, N., Dolan, L., Wasik, B., Ross, S, Smith, L., & Dianda, M. (1996). Success for all: A summary of research. *Journal of Education for Students Placed At Risk,* 1(1), 41-76.

Strickland, D.S., & Morrow, L.M. (Eds.). (1989). *Emerging literacy: Young children learn to read and write.* Newark, DE: International Reading Association.

Stringfield, S., Millsap, M.A., Herman, R., Yoder, N., Brigham, N., Nesselrodt, P., Schaffer, E., Karweit, N., Levin, M., & Stevens, R. (1997, April). *Urban and suburban/rural special strategies for educating disadvantaged children: Final year report.* Washington, DC: U.S. Department of Education.

Temple University Center for Research in Human Development and Education. (1996). *National invitational conference on implementation of the Title I program: Implications for improving our capacity for achieving student success.* Philadelphia, PA: Author.

Weber, G. (1971). *Inner-city children can be taught to read: Four successful schools.* Washington, DC: Council for Basic Education.

Zemelman, S., Daniels, H., Hyde, A. (1993). *Best practices.* New Standards for Teaching and Learning in All Schools. Portsmouth, NH: Heinemann Press

Resource II

IDEA BOOKS, FEDERAL LAWS, AND GUIDANCE FOR SCHOOLWIDE PROGRAM PLANNING

The U.S. Department of Education (ED) has developed references that describe legislative requirements and provide practical guidance on schoolwide planning. ED's series of Idea Books show educators and community leaders promising ideas on critical issues facing schools today. These Idea Books, designed for school administrators, teachers, policymakers, and parents, provide profiles of successful programs as well as resources and information on specific topics relevant to meeting students' special educational needs and helping all students achieve high standards.

Idea Books

Fiester, L. (1996, May). *Putting the pieces together: Comprehensive school-linked strategies for children and families.* Washington, DC: U.S. Department of Education.

Fiester, L., & Marzke, C. (1996). *Linking community health centers with schools serving low-income children.* Washington, DC: U.S. Department of Health and Human Services.

Funkhouser, J.E., & Gonzales, M.R. (1997, October). *Family involvement in children's education: Successful local approaches.* Washington, DC: U.S. Department of Education.

Funkhouser, J.E., Fiester, L., O'Brien, E., & Weiner, L. (1995). *Extending learning time for disadvantaged students (vols. 1 & 2).* Washington, DC: U.S. Department of Education.

Gonzales, M.R., Goldstein, D., Stief, E., Fiester, L., Weiner, L., & Waiters, K. (forthcoming). *Resource guide: Even Start programs serving mobile and migrant populations.* Washington, DC: U.S. Department of Education.

Laguarda, K., Hightower, A., Leighton, M.S., & Weiner, L. (1995). *Raising the educational achievement of secondary school students (vols. 1 & 2).* Washington, DC: U.S. Department of Education.

Leighton, M.S., O'Brien, E.O., Walking Eagle, K., Weiner, L., Wimberly, G., & Youngs, P. (1997). *Roles for education paraprofessionals in effective schools*. Washington, DC: U.S. Department of Education.

Pechman, E.M., & Fiester, L. (1994, May). *Implementing schoolwide projects*. Washington, DC: U.S. Department of Education.

Wagner, M., Fiester, L., Murphy, D., Golan, S. (1997). *Making information work for you: A guide for collecting good information and using it to improve comprehensive strategies for children, families, and communities*. Washington, DC: U.S. Department of Education.

Laws and Guidance

Improving America's Schools Act, Public Law 103-382, 103rd Congress (1994, October 20).

Individuals with Disabilities Education Act Amendments of 1997, Public Law 105-17, 105th Congress (1997, June 4).

U.S. Department of Education. (1995, July 3). Helping disadvantaged children meet high standards; Final Rule (34 CFR Parts 200, 201, 203, 205, and 212). *Federal Register*, 60, 34800-34830. Washington, DC: Government Printing Office.

U.S. Department of Education. (1995, September 21). Notice exempting schoolwide programs under Part A of Title I of the Elementary and Secondary Education Act as amended in the Improving America's School Act of 1994. *Federal Register*, 60, 49174-49176. Washington, DC: Government Printing Office.

U.S. Department of Education. (1996). *Companion document: Cross-cutting guidance for the Elementary and Secondary Education Act*. Washington, DC: Author.

U.S. Department of Education. (1997). *Policy guidance for Title I, Part A: Improving basic programs in local education agencies*. Washington, DC: Author.

U.S. Department of Education. (1997). *Questions and answers on certain provisions of Title XIV of the Elementary and Secondary Education Act as amended in the Improving America's Schools Act of 1994*. Washington, DC: Author.

Resource III

NEWSLETTERS TO INFORM SCHOOLWIDE PROGRAMS

The following newsletters can provide planners with current research and information on a wide variety of educational topics and strategies for serving students with special educational needs.

Accelerated Schools Newsletter
Accelerated Schools Project
Newsletter Subscriptions
CERAS Building 109
Stanford University
Palo Alto, CA 94305-3084
Phone: (650) 725-1676
Publication: 3 times a year

The Alliance
National Alliance for Restructuring Education
National Center on Education and the Economy
700 Eleventh Street, NW
Suite 750
Washington, DC 20001
Phone: (202) 783-3668
Web site: http://www.ncee.org
Publication: Yearly

ASCD Professional Development Newsletter
Association for Supervision and Curriculum Development
1250 N. Pitt Street
Alexandria, VA 22314-1453
Phone: (800) 933-2723 or (703) 549-9110
Web site: http://www.ascd.org
Publication: 8 times a year

Basic Education
Council for Basic Education
1319 F Street, NW, Suite 900
Washington, DC 20004-1152
Phone: (202) 347-4171
Fax: (202) 347-5047
e-mail: info@c-b-e.org
Web site: www.c-b-e.org
Publication: Monthly, except for July and August

Catalyst
Community Renewal Society
332 S. Michigan Avenue
Suite 500
Chicago, IL 60604
Phone: (312) 427-4830
Fax: (312) 427-6130
Publication: Monthly

CC-VI Forum
Comprehensive Center Consortium-Region VI
Wisconsin Center for Education Research
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706-1769
Phone: (608) 263-4220
Fax: (608) 263-3733
Web site: http://www.wcer.wisc.edu/ccvi/
Publication: 3 times a year

CENTER FOCUS
National Center for Research in Vocational Education
University of California at Berkeley
2030 Addison Street, Suite 500
Berkeley, CA 94720-1674
Phone: (800) 762-4093
Web site: http://ncrve.berkeley.edu
Publication: 4 times a year

Challenge Journal
Annenberg Challenge
Brown University
Box 1985
Providence, RI 02912
Phone: (401) 863-2744
Web site: http://ww.aisr.brown.edu
Publication: 3 times a year

Cross Currents
National Clearinghouse for Bilingual Education
The George Washington University
1118 22nd Street, NW
Washington, DC 20037
Phone: (202) 467-0867
Fax: (800) 531-9347
e-mail: askncbe@ncbe.gwu.edu
*Web site:*http://www.ncbe.gwu.edu
Publication: Available electronically from the Web site

ETS Development
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
Phone: (609) 951-1802
Fax: (609) 951-6800
Web site: http://www.ets.org
Publication: 3 times a year

Exchange
Massachusetts Title I Dissemination Project
59 Temple Place, Suite 664
Boston, MA 02111-1307
Phone: (617) 426-6324
Fax: (617) 426-0872
e-mail: title@usl.channell.com
Web site: http://www.channel1.com/Title1
Publication: 4 times a year during the school year

The Harvard Education Letter
Harvard Graduate School of Education
Gutman Library
6 Appian Way
Cambridge, MA 02138
Phone: (617) 495-3432
Fax: (617) 496-3584
e-mail: edletter@hugsel.harvard.edu
Publication: 4 times a year

HORACE
Coalition of Essential Schools
Box 1969, Brown University
Providence, RI 02912
Phone: (401) 863-3384
Web site: http://www.ces.brown.edu
Publication: 5 times a year

Kentucky Teacher
Kentucky Department of Education
1919 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
Phone: (502) 564-4770
e-mail: KyTeach@kde.state.ky.us
Web site: http://www.kde.state.ky.us
Publication: 9 times a year during the school year

L Is for Literacy, L Is for Love
Colorado Department
of Education
State Office Building
201 East Colfax Avenue
Denver, CO 80203-1799
Phone: (303) 866-6860
Fax: (303) 866-6857

National Center for Restructuring Education, Schools, and Teaching
Box 110, Teachers College
Columbia University
525 West 120th Street
New York, NY 10027
Phone: (212) 678-3432
Fax: (212) 678-4170
e-mail: ncrest@columbia.edu
Web site:
http://ww.tc.columbia.edu/~ncrest

The New Standard
The National Center on
Education and the Economy
700 Eleventh Street, NW
Suite 750
Washington, DC 20001
Phone: (202) 783-3668
Fax: (202) 783-3672
Web site:
http://www.ncee.org

Resource IV

SELECTED U.S. DEPARTMENT OF EDUCATION SPONSORED SERVICE PROVIDERS

The U.S. Department of Education (ED) offers a wide array of information and technical assistance services that can inform whole school restructuring and reform. The entries here have been adapted from a variety of sources, including Educational Resources and Information Center (ERIC), the Academy for Educational Development's Federal Resource Center for Special Education, and several online Web sites. Service providers listed are: (1) Comprehensive Centers; (2) Desegregation Assistance Centers; (3) Eisenhower Regional Consortia for Mathematics and Science Education; (4) Goals 2000 Parent Centers; (5) Regional Educational Laboratories; (6) the Regional Resource and Federal Center Program; (7) the Regional Technology in Education Consortia; (8) the National Center for Research in Vocational Education; (9) the National Early Childhood Technical Assistance System; (10) the National Parent Information Network; and (11) the Office of Educational Research and Improvement's National Research and Development Centers.

Comprehensive Centers

Funded under the Improving America's School Act (IASA) of 1994, the Comprehensive Centers (CCs) strive to help recipients of IASA funds improve teaching and learning for all students by encouraging high standards, quality professional development and the use of effective practices based on the latest research.

REGION I
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

NEW ENGLAND
COMPREHENSIVE ASSISTANCE CENTER
Education Development Center, Inc.
55 Chapel Street, Newton, MA 02158
Phone: (800) 332-0226 · Fax: (617) 965-6325
TDD: (617) 964-5448
E-mail: CompCenter@edc.org
Web site: http://www.edc.org/NECAC/

REGION I
New York State

NEW YORK TECHNICAL ASSISTANCE CENTER (NYTAC)
New York University
82 Washington Square East
Suite 72, New York, NY 10003
Phone: (800) 469-8224 · Fax: (212) 995-4199
Web site:
http://www.nyu.edu/education/metrocenter

REGION III
Delaware, District of Columbia, Maryland, New Jersey, Ohio, Pennsylvania

REGION III COMPREHENSIVE CENTER
Center for Equity & Excellence in Education
George Washington University
1730 N. Lynn Street, Suite 401
Arlington, VA 22209
Phone: (703) 528-3588 ext. 2004
Fax: (703) 528-5973
E-mail: r3cc@ceee.gwu.edu
Web site: http://ceee.gwu.edu/

REGION IV
Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

REGION IV COMPREHENSIVE TECHNICAL ASSISTANCE CENTER
Appalachia Educational Laboratory, Inc.
Math and Science Consortium
1700 North Moore Street, Suite 1275
Arlington, VA 22209
Phone: (800) 624-9120 · Fax: (703) 276-0266
E-mail: aelinfo@ael.org
Web site: http://www.ael.org

REGION V
Alabama, Arkansas, Georgia, Louisiana, Mississippi

REGION IV SOUTHEAST COMPREHENSIVE TECHNICAL ASSISTANCE CENTER
Southwest Educational Development Laboratory, Southeast Comprehensive Assistance Center
3330 N. Causeway Boulevard, Suite 430
Metairie, LA 70002-3573
Phone: (504) 838-6861 or (800) 644-8671
Fax: (504) 831-5242
Web site: http://www.sedl.org/secac/

REGION VI
Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin

COMPREHENSIVE CENTER CONSORTIUM—REGION VI
University of Wisconsin,
1025 W. Johnson Street, Madison, WI 53706
Phone: (608) 263-4220 · Fax: (608) 263-3733
E-mail: ccvi.macc.wisc.edu
Web site: http://www.wcer.wisc.edu/ccvi/

REGION VII
Illinois, Indiana, Kansas, Missouri, Nebraska, Oklahoma

Region VII Comprehensive Center
University of Oklahoma
555 E. Constitution Street, Suite 111
Norman, OK 73072-7820
Phone: (405) 325-1729 or (800) 228-1766
Fax: (405) 325-1824
E-mail: regionvii@ou.edu
Web site:
http://www.occe.ou.edu/comp/comp.html

REGION VIII
Texas

STAR CENTER
Intercultural Development Research Association, Institute for Policy & Leadership
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
Phone: (210) 684-8180 or (888) 394-7827
Fax: (210) 684-5389
E-mail: idra@idra.org
Web site: http://www.idra.org

REGION IX
Arizona, Colorado, Nevada, New Mexico, Utah

Southwest Comprehensive Center
New Mexico Highlands University
1700 Grande Court, Suite 101
Rio Rancho, NM 87124
Phone: (505) 891-6111 or (800) 247-4269
Fax: (505) 891-5744
E-mail: swcc@cesdp.mnhu.edu
Web site: http://www.cesdp.nmhu.edu

REGION X
Idaho, Montana, Oregon, Washington, Wyoming

Northwest Regional Assistance Center
Northwest Regional Educational Laboratory
101 Southwest Main Street, Suite 500
Portland, OR 97204
Phone: (503) 275-9480 or (800) 547-6339
Fax: (503) 275-9625
E-mail: nwrac@nwrel.org
Web site: http://www.nwrac.org

REGION XI
Northern California

Comprehensive Assistance Center
WestEd, 730 Harrison Street,
San Francisco, CA 94107-1242
Phone: (415) 565-3029 or (800) 64-LEARN
Fax: (415) 565-3012
Web site: http://www.wested.org/cc

REGION XII
Southern California

Southern California Comprehensive Assistance Center
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890
Phone: (562) 922-6343 · Fax: (562) 922-6699
Web site: http://sccac.lacoe.edu

REGION XIII
Alaska

Alaska Comprehensive Center
South East Regional Resource Center
210 Ferry Way, Suite 200
Juneau, AK 99801
Phone: (907) 586-6806 · Fax: (907) 463-3811
Web site: http://www.akrac.kl2.ak.us

REGION XIV
Florida, Puerto Rico, Virgin Islands

COMPREHENSIVE CENTER
Educational Testing Service
1979 Lake Side Parkway, Suite 400
Tucker, GA 30084
Phone: (800) 241-3865 · Fax: (770) 723-7436
Web site: http://www.ets.org/ccxiv

REGION XV
American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, Republic of Palau

PACIFIC CENTER
Pacific Resources for Education and Learning
828 Fort Street Mall, Suite 500
Honolulu, HI 96813-4321
Phone: (808) 533-6000 · Fax: (808) 533-7599
E-mail: askprel@prel.hawaii.edu
Web site: http://www.prel.hawaii.edu

Desegregation Assistance Centers

The Desegregation Assistance Centers help district and school personnel create safe, positive and bias-free educational environments for all students. These centers also focus on school districts that experience conflicts arising from efforts to desegregate and remove barriers to equal educational opportunities.

REGION I
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

NEW ENGLAND DESEGREGATION ASSISTANCE CENTER
Brown University
222 Richmond Street, Suite 300
Providence, RI 02903
Phone: (401) 274-9548 · Fax: (401) 421-7650
Web site: http://www.brown.edu/Research/The_Education_Alliance/DAC/dac.html

REGION II
New Jersey, New York, Puerto Rico, Virgin Islands

EQUITY ASSISTANCE CENTER
The Metro Center
82 Washington Square East, Room 72
New York, NY 10003
Phone: (212) 998-5100 · Fax: (212) 995-4199
Web site:
http://www.nyu.edu/education/metrocenter

REGION III
Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

MID-ATLANTIC EQUITY CENTER
5454 Wisconsin Avenue, Suite 655
Chevy Chase, MD 20815
Phone: (301) 657-7741 · Fax: (301) 657-8782
E-mail: maec@maec.org
Web site: http://www.maec.org

REGION IV
Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

SOUTHEASTERN EQUITY CENTER
Miami Equity Associates, Inc.
8603 South Dixie Highway, Suite 304
Miami, FL 33143
Phone: (305) 669-0114 · Fax: (305) 669-9809
E-mail: sedac@aol.com

REGION V
Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

PROGRAM FOR EDUCATIONAL OPPORTUNITY
University of Michigan
1005 School of Education
Ann Arbor, MI 48109-1259
Phone: (313) 763-9910 · Fax: (313) 763-2137
E-mail: peo@umich.edu

REGION VI
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

SOUTH CENTRAL COLLABORATIVE DESEGREGATION ASSISTANCE CENTER
Intercultural Development Research Association
5835 Callaghan, Suite 350 · San Antonio, TX 78228
Phone: (210) 684-8180 · Fax: (210) 684-5389
E-mail: idra@idra.org
Web site: http://www.idra.org

REGION VII
Iowa, Kansas, Missouri, Nebraska

MIDWEST DESEGREGATION ASSISTANCE CENTER
Kansas State University
401 Bluemont Hall, 1100 Midcampus Drive
Manhattan, KS 66506-5327
Phone: (913) 532-6408 · Fax: (913) 532-5548
Web site: http://mdac.educ.ksu.edu

REGION VIII
Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

EDUCATIONAL EQUITY CENTER REGION VIII
Metropolitan State College/Denver
100 Stout Street, Suite 800, Denver, CO 80204
Phone: (303) 556-8494 · Fax: (303) 556-8505
Web site:
http://www.mscd.edu/admin/services.html

REGION IX
Arizona, California, Nevada

DESEGREGATION ASSISTANCE CENTER
WestEd
4665 Lampson Avenue, Los Alamitos, CA 90720
Phone: (562) 598-7661 · Fax: (562) 985-9635
Web site: http://www.wested.org

REGION X
Alaska, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Idaho, Oregon, Republic of the Marshall Islands, Republic of Palau

WASHINGTON EQUITY CENTER
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204
Phone: (503) 275-9507 · Fax: (503) 275-0452
E-mail: eqcenter@nwrel.org
Web site: http://www.nwrel.org

Eisenhower Regional Consortia for Mathematics and Science Education

Funded through the Office of Educational Research and Improvement (OERI), the Eisenhower Consortia disseminate exemplary mathematics and science education instructional materials and provide technical assistance in the areas of teaching and assessments.

APPALACHIA REGION
Kentucky, Tennessee, Virginia, West Virginia

EISENHOWER REGIONAL CONSORTIUM FOR MATHEMATICS AND SCIENCE EDUCATION AT AEL
P.O. Box 1348, Charleston, WV 25325-1348
Phone: (304) 347-0400 · Fax: (304) 347-0487
E-mail: aelinfo@ael.org · Web site: http://www.ael.org

MID-CONTINENT REGION
Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming

HIGH PLAINS CONSORTIUM FOR MATHEMATICS AND SCIENCE
Mid-Continent Regional Educational Laboratory (McREL)
2550 S. Parker Road, Suite 500, Aurora, CO 80014
Phone: (800) 949-6387 · Fax: (303) 337-3005
E-mail: jsutton@mcrel.org
Web site: http://www.mcrel.org

MID-ATLANTIC REGION
Delaware, Maryland, New Jersey, Pennsylvania, District of Columbia

MID-ATLANTIC REGIONAL CONSORTIUM FOR MATHEMATICS AND SCIENCE EDUCATION
444 N. Third Street, Philadelphia, PA 19123-4107
Phone: (215) 574-9300 · Fax: (215) 574-0133
Web site:
http://www.rbs.org/eisenhower/index.html

NORTH CENTRAL REGION
Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin

MIDWEST CONSORTIUM FOR MATHEMATICS AND SCIENCE EDUCATION
North Central Regional Educational Laboratory (NCREL)
1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480
Phone: (630) 571-4700 · Fax: (630) 571-4716
Web site: http://www.ncrel.org

NORTHEAST AND ISLANDS REGION
Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

EISENHOWER REGIONAL ALLIANCE FOR MATHEMATICS AND SCIENCE EDUCATION REFORM
TERC
2067 Massachusetts Avenue, Cambridge, MA 02140
Phone: (617) 547-0430 · Fax: (617) 349-3535
Web site: http://www.terc.edu

NORTHWEST REGION
Alaska, Idaho, Montana, Oregon, Washington

SCIENCE AND MATHEMATICS CONSORTIUM FOR NORTH WEST SCHOOLS (SMCNWS)
Columbia Education Center
11325 Southeast Lexington
Portland, OR 97266-5927
Phone: (503) 760-2346 · Fax: (503) 760-5592
Web site: http://www.col-ed.org

PACIFIC REGION
American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, Republic of Palau

PACIFIC MATHEMATICS AND SCIENCE REGIONAL CONSORTIUM
Pacific Resources for Education and Learning (PREL)
828 Fort Street Mall, Suite 500
Honolulu, HI 96813
Phone: (808) 533-6000 · Fax: (808) 533-7599
E-mail: askprel@prel.hawaii.edu
Web site: http://prel.hawaii.edu

SOUTHEASTERN REGION
Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

EISENHOWER CONSORTIUM FOR MATHEMATICS AND SCIENCE EDUCATION AT SERVE
Southeastern Regional Vision for Education (SERVE)
1203 Governors Square Blvd.
Suite 400, Room 27, Tallahassee, FL 32301
Phone: (904) 671-6033 · Fax: (904) 671-6010
Web site: http://www.serve.org/Eisenhower

SOUTHWESTERN REGION
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

EISENHOWER SOUTHWEST CONSORTIUM FOR THE IMPROVEMENT OF MATHEMATICS AND SCIENCE TEACHING
Southwest Educational Development Laboratory (SEDL)
211 E. Seventh Street, Austin, TX 78701
Phone: (512) 476-6861 · Fax: (512) 476-2286
Web site: http://www.sedl.org

FAR WEST REGION
Arizona, California, Nevada, Utah

WESTED EISENHOWER REGIONAL CONSORTIUM FOR SCIENCE AND MATHEMATICS
730 Harrison Street, Fifth Floor
San Francisco, CA 94107-1242
Phone: (415) 241-2730 · Fax: (415) 512-2024
Web site:
http://www.wested.orgCapital Collection

EISENHOWER NATIONAL CLEARINGHOUSE (ENC)
The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1079
Phone: (614) 292-7784
Fax: (614) 292-2066
E-mail: info@enc.org
Web site: http://www.enc.org

Goals 2000 Parent Centers

Based on the premise that increased parental involvement is an integral part of increasing the academic achievement of children, the Goals 2000 Parent Centers provide another link in the network that helps families and schools work together to support high-quality teaching and high standards for all students.

ALABAMA

SPECIAL EDUCATION ACTION COMMITTEE, INC.
P.O. Box 161274, Mobile, AL 36616-2274
Phone: (334) 478-1208 · Fax: (334) 473-7877
E-mail: seacofmobile@Zebra.net

ARKANSAS

JONES CENTER FOR EFFECTIVE PARENTING
800 Marshall Street, Slot 512
Little Rock, AR 72202
Phone: (501) 320-7580 · TTY: (501) 320-1184
Fax: (501) 320-2480
E-mail: longnicholas@exchange.uarns.edu
Web site: http://home.arkansasusa.com/cep/

CALIFORNIA

NATIVE AMERICAN PARENTAL ASSISTANCE PROGRAM
Ahmium Education, Inc.
P.O. Box 366, San Jacinto, CA 92583
Phone: (909) 654-2781
Fax: (909) 654-3089

COLORADO

COLORADO PARENT INFORMATION AND RESOURCE CENTER
Center for Human Investment Policy
1445 Market Street, Suite 350
Denver, CO 80202
Phone: (303) 820-5634 · Fax: (303) 820-5656
E-mail: hn3781@handsnet.org

DISTRICT OF COLUMBIA

GREATER WASHINGTON URBAN LEAGUE
3501 14th Street, NW, Washington, DC 20010
Phone: (202) 265-8200 · Fax: (202) 265-9878
E-mail: luwgdbs@aol.com
Web site: http://www.nul.org/gwul

FLORIDA

FLORIDA CENTER FOR PARENTAL INVOLVEMENT
Center for Excellence
7406 Dixon Avenue, Tampa, FL 33604
Phone: (813) 974-4858 · Fax:(813) 974-6115
Web site: http://florida~smhi.uss.edu

GEORGIA

PARENTAL TRAINING RESOURCE ASSISTANCE CENTER
Albany/Dougherty Community Partnership for Education
P.O. Box 1726, Albany, GA 31702-1726
Phone: (912) 888-0999 · Fax: (912) 888-2664
E-mail: lborders@surfsouth.com
Web site:
http://members.surfsouth.com~lborders/

GUAM

SANCTUARY, INC.
P.O. Box 21030, G.M.F., Guam 96921
Phone: (671) 735-1400 · Fax: (671) 734-1415
E-mail: sanctuar@ite.net

HAWAII

HAWAII STATE FAMILY CENTER ASSOCIATION
Parents & Children Together
1475 Linapuni Street, Room 117-A
Honolulu, HI 96819
Phone: (808) 841-6177 · Fax: (808) 841-1779
E-mail: tnt@aloha.net

ILLINOIS

ACADEMIC DEVELOPMENT INSTITUTE
121 N. Kickapoo Street, Lincoln, IL 62656
Phone: (217) 732-6462 · Fax: (217) 732-3696

INDIANA

THE INDIANA PARENT INFORMATION NETWORK, INC.
4755 Kingsway Drive, Suite 105
Indianapolis, IN 46205
Phone: (317) 257-8683 · Fax: (317) 251-7488
E-mail: ipin@indy.net
Web site: http://www.ai.org/ipin

IOWA

IOWA PARENT RESOURCE CENTER
The Higher Plain, Inc.
1025 Penkridge Drive, Iowa City, IA 52246
Phone: (319) 354-5606 · Fax: (319) 354-5345
E-mail: ronmirr@inav.net
Web site: http://www.higherplain.org

KENTUCKY

LICKING VALLEY COMMUNITY ACTION PROGRAM
203 High Street. Flemingsburg, KY 41041
Phone: (606) 845-0081 · Fax: (606) 845-0418

LOUISIANA

YWCA OF GREATER BATON ROUGE, INCORPORATED
250 S. Foster Drive, Baton Rouge, LA 70806
Phone: (504) 926-3820

MAINE

PROJECT FREE
Maine Parent Federation
P.O. Box 2067, Augusta, ME 04338-2067
Phone: (207) 582-2504 · Fax: (207) 582-3638

MARYLAND

THE FAMILY WORKS
Child Care Connection
332 W. Edmonston Drive, Rockville, MD 20852
Phone: (301) 424-5666 · Fax: (301) 294-4962

MASSACHUSETTS

MASSACHUSETTS PARENT TRAINING AND EMPOWERMENT PROJECT
218 Holland Street, Somerville, MA 02144
Phone: (617) 628-4070 · Fax: (617) 628-8632
E-mail: hn5767@handsnet.org

MICHIGAN

FAMILIES UNITED FOR SUCCESS
Life Services System of Ottowa County, Inc.
272 East Eighth Street, Suite B
Holland, MI 49423
Phone: (616) 396-7566 · Fax: (616) 396-6893
E-mail: lss-cis@iserv.net

MINNESOTA

FAMILIES AND SCHOOLS TOGETHER (FAST) FORWARD
PACER Center, Inc.
4826 Chicago Avenue, South
Minneapolis, MN 55417-1098
Phone: (612) 827-2966 · Fax: (612) 827-3065
E-mail: nmpacer@edu.gte.net
Web site: http://www.pacer.org

MISSISSIPPI

MISSISSIPPI FORUM ON CHILDREN AND FAMILIES
737 N. President Street, Jackson, MS 39202
Phone: (601) 355-4911 · Fax: (601) 355-4813
E-mail: mississippiforum@teclink.net

MISSOURI

MISSOURI PARTNERSHIP FOR PARENTAL ASSISTANCE
Literacy Investment for Tomorrow
500 Northwest Plaza, Suite 601
St. Ann, MO 63074
Phone: (314) 291-4443 · Fax: (314) 291-7385
E-mail: list@icon-stl.net
Web site: http://literacy.kent.edu/~missouri

NEBRASKA

BLUE VALLEY COMMUNITY ACTION, INC.
P.O. Box 273, Fairbury, NE 68352
Phone: (402) 729-2278 · Fax: (402) 729-2801

NEW HAMPSHIRE
BUILDING FAMILY STRENGTHS
Parent Information Center
P.O. Box 2405, Concord, NH 03302-2405
Phone: (603) 224-7005 · Fax: (603) 224-4365
E-mail: picnh@aol.com

NEW JERSEY
Prevent Child Abuse–New Jersey
35 Halsey Street, Suite 300
Newark, NJ 07102-3031
Phone: (973) 643-3710 · Fax: (973) 643-9222
E-mail: preventchildabuse@worldnet.att.net

NEW YORK
CONNECTIONS
Geneseo Migrant Center, Inc.
P.O. Box 545, Geneseo, NY 14454
Phone: (716) 246-5681 · Fax: (716) 245-5680

NEVADA
CENTER FOR HEALTHY FAMILIES
Sunrise Children's Hospital Foundation
3196 S. Maryland Parkway #307
Las Vegas, NV 89109
Phone: (702) 731-8373 · Fax: (702) 731-8372
E-mail: sunrisel@vegas.infi.net
Web site:
http://www.vegas.infi.net/~sunrisel

NORTH CAROLINA
PARENTS IN PARTNERSHIP PROJECT
Exceptional Children's Assistance Center
P.O. Box 16, Davidson, NC 28036
Phone: (704) 892-1321 · Fax: (704) 892-5028
E-mail: ecac1@aol.com

NORTH DAKOTA
Pathfinder Service of North Dakota
1600 Second Avenue, SW, Minot, ND 58701
Phone: (701) 852-9426 · TTY: (701) 852-9436
Fax: (701) 838-9324
E-mail: NDPATH01@minot.ndak.net
Web site: http://www.ndcd.org/pathfinder

OHIO
Ohio Parent Information and Resource Center
5812 Madison Road #3, Cincinnati, OH 45227
Phone: (513) 272-0273 · Fax: (513) 527-2485

OKLAHOMA
Parents as Partners in Education
1401 NE 70th Street
Oklahoma City, OK 73111
Phone: (405) 478-4078 · Fax: (405) 478-4077
E-mail: papie@icon.net

OREGON
Albina Head Start
3417 NE Seventh, Portland, OR 97212
Phone: (503) 282-1975
Fax: (503) 282-1986

PENNSYLVANIA
SOUTHWESTERN PENNSYLVANIA PARENTAL ASSISTANCE CENTER PROJECT
Community Action Southwest
22 W. High Street, Waynesburg, PA 15370
Phone: (412) 852-2893 · Fax: (412) 627-7713
E-mail: casw@greenepa.net

RHODE ISLAND
Rhode Island Parent Information Network, Inc.
Independent Square
500 Prospect Street, Pawtuckett, RI 02860
Phone: (401) 727-4144 · TTY: (401) 727-4151
Fax: (401) 727-4040

SOUTH CAROLINA
Alliance for South Carolina's Children
P.O. Box 11644, Columbia, SC 29211
Phone: (803) 256-4670 · Fax: (803) 256-8093

SOUTH DAKOTA
BLACK HILLS PARENT RESOURCE NETWORK
Black Hills Special Services Foundation
P.O. Box 218, Sturgis, SD 57785
Phone: (605) 347-4467 · Fax: (605) 347-5223

TENNESSEE
PARENTS FIRST
NashvilleREAD, Inc.
421 Great Circle Road, Suite 104
Nashville, TN 37228
Phone: (615) 255-4982 · Fax: (615) 255-4783
Web site: http://www.nashread.com
E-mail: parentone@aol.com

TEXAS
FAMILY FOCUS PROJECT
Mental Health Association in Texas
8401 Shoal Creek Boulevard, Austin, TX 78757
Phone: (512) 454-3706 · Fax: (512) 454-3725
E-mail: hn6649@handsnet.org
Web site: http://austin.citysearch.com/e/v/austx/0003/57/15

VERMONT
Vermont Family Resource Partnership
P.O. Box 646, Middlebury, VT 05753
Phone: (802) 388-3171 · Fax: (802) 388-1590

WASHINGTON
CHILDREN'S HOME SOCIETY OF WASHINGTON
P.O. Box 1997, Auburn, WA 98072
Phone: (253) 850-2566 · Fax: (253) 852-3119
E-mail: CHSEHS@aol.com

WISCONSIN
PARENTS PLUS
United Health Group–WI
328 Sixth Street, P.O. Box 452
Menasha, WI 54952-0452
Phone: (920) 729-1787 · TTY: (920) 725-9422
Fax: (920) 751-5038

Regional Educational Laboratories

The OERI-administered Regional Educational Laboratories work with state and local educators to design research and development-based training programs, processes, and products. The laboratories also offer assistance in evaluating education programs, convening state and regional groups, studying the implementation of state policies, and synthesizing R&D-based information.

WESTERN REGION
Arizona, California, Nevada, Utah

WESTED
730 Harrison Street, San Francisco, CA 94107
Phone: (415) 565-3000 · Fax: (415) 565-3012
Web site: http://www.wested.org
Specialty Area: Assessment and Accountability

CENTRAL REGION
Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming

MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY (MCREL)
2550 S. Parker Road, Suite 500
Aurora, CO 80014
Phone: (303) 337-0990 · Fax: (303) 337-3005
Web site: http://www.mcrel.org
Specialty Area: Curriculum, Learning and Instruction

MIDWESTERN REGION
Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin

NORTH CENTRAL REGIONAL EDUCATIONAL LABORATORY (NCREL)
1900 Spring Road, Suite 300
Oak Brook, IL 60523
Phone: (630) 571-4700 · Fax: (630) 571-4716
E-mail: info@ncrel.org
Web site: http://www.ncrel.org
Specialty Area: Technology

NORTHWESTERN REGION
Alaska, Idaho, Montana, Oregon, Washington

NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL)
101 SW Main Street, Suite 500
Portland, OR 97204
Phone: (503) 275-9500 or (800) 547-6339
Fax: (503) 275-9489
E-mail: info@nwrel.org
Web site: http://www.nwrel.org
Specialty Area: School Change Processes

PACIFIC REGION
American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, Republic of Palau

PACIFIC RESOURCES FOR EDUCATION AND LEARNING (PREL)
828 Fort Street Mall, Suite 500
Honolulu, HI 96813
Phone: (808) 533-6000 · Fax: (808) 533-7599
Web site: http://prel-oahu-l.pre.hawaii.edu
Specialty Area: Language and Cultural Diversity

NORTHEAST AND ISLANDS REGION
Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

NORTHEAST AND ISLANDS LABORATORY AT BROWN UNIVERSITY (LAB)
222 Richmond Street, Suite 300
Providence, RI 02903
Phone: (401) 274-9548 or (800) 521-9550
Fax: (401) 421-7650
Web site: http://www.lab.brown.edu
Specialty Area: Language and Cultural Diversity

MID-ATLANTIC REGION
Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania

MID-ATLANTIC LABORATORY FOR STUDENT SUCCESS (LSS)
933 Ritter Annex, 1301 Cecil B. Moore Avenue
Philadelphia, PA 19122
Phone: (215) 204-300 · Fax: (215) 204-5130
E-mail: lss@vm.temple.edu
Web site:
http://www.temple.edu/departments/lss
Specialty Area: Urban Education

SOUTHEASTERN REGION
Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

SOUTHEASTERN REGIONAL VISION FOR EDUCATION (SERVE)
P.O. Box 5367, Greensboro, NC 27435
Phone: (336) 334-3211 or (800) 755-3277
Fax: (336) 334-3268
Web site: http://www.com.serve@uncg
Specialty Area: Early Childhood Education

SOUTHWESTERN REGION
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)
211 E. Seventh Street, Austin, TX 78701
Phone: (512) 476-6861 · Fax: (512) 476-2286
E-mail: whoover@sedl.org
Web site: http://www.sedl.org
Specialty Area: Language and Cultural Diversity

APPALACHIA REGION
Kentucky, Tennessee, Virginia, West Virginia

APPALACHIA EDUCATIONAL LABORATORY, INC. (AEL)
1031 Quarrier Street, P.O. Box 1348
Charleston, WV 25325
Phone: (304) 347-0400 or (800) 624-9120
Fax: (304) 347-0487
E-mail: eidellt@ael.org
Web site: http://www.ael.org
Specialty Area: Rural Education

Regional Resource and Federal Center Program

Funded through the Individuals with Disabilities Education Act, the Regional Resource and Federal Center (RRFC) Program assists state education agencies in improving programs for infants, toddlers, children and youth with disabilities and their families. ED's Office of Special Education and Rehabilitative Services (OSERS) is the coordinating and funding office for the RRFC Network.

FEDERAL RESOURCE CENTER FOR SPECIAL EDUCATION (FRC)
Academy for Educational Development (AED)
1875 Connecticut Avenue, NW, Suite 900
Washington, DC 20009
Phone: (202) 884-8215 · TTY: (202) 884-8200
Fax: (202) 884-8443
E-mail: frc@aed.org
Web site: http://www.dssc.org/frc/

REGION I
Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont

NORTHEAST REGIONAL RESOURCE CENTER (NERRC)
Trinity College of Vermont, McAuley Hall
208 Colchester Avenue
Burlington, VT 05401-1496
Phone: (802) 658-5036 · TTY: (802) 860-1428
Fax: (802) 658-7435
E-mail: NERRCwilks@aol.com
Web site: http://interact.uoregon.edu/wrrc/nerrc/index.htm

REGION II
Delaware, District of Columbia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

MID-SOUTH REGIONAL RESOURCE CENTER (MSRRC)
Human Development Institute
University of Kentucky
126 Mineral Industries Building
Lexington, KY 40506-0051
Phone: (606) 257-4921 · TTY: (606) 257-2903
Fax: (606) 257-4353
E-mail: MSRRC@ihdi.ihdi.uky.edu
Web site: http://www.ihdi.uky.edu/projects/MSRRC/index.html

REGION III
Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, New Mexico, Oklahoma, Puerto Rico, Texas, Virgin Islands

SOUTH ATLANTIC REGIONAL RESOURCE CENTER (SARRC)
Florida Atlantic University
1236 N. University Drive, Plantation, FL 33322
Phone: (954) 473-6106 · Fax: (954) 424-4309
E-mail: SARRC@acc.fau.edu
Web site: http://www.fau.edu/divdept/sarrc/

REGION IV
Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, Wisconsin

GREAT LAKES AREA REGIONAL RESOURCE CENTER (GLARRC)
Center for Special Needs Populations
The Ohio State University
700 Ackerman Road, Suite 440
Columbus, OH 43202-1559
Phone: (614) 447-0844 · TTY: (614) 447-8776
Fax: (614) 447-9043
Web site: http://www.csnp.ohio-state.edu/glarrc.htm

REGION V
Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming

MOUNTAIN PLAINS REGIONAL RESOURCE CENTER (MPRRC)
Utah State University
1780 N. Research Parkway, Suite 112
Logan, UT 84341
Phone: (435) 752-0238 · Fax: (435) 753-9750
Web site: http://www.educ.drake.edu/rc/RRC/mprrc.html

MPRRC, DRAKE UNIVERSITY
2507 University Avenue, Memorial Hall,
3rd Floor, Des Moines, IA 50311-4505
Phone: (515) 271-3936 · Fax: (515) 271-4185
Web site: http://www.educ.drake.edu/rc/RRC/mprrc.html

REGION VI
Alaska, American Samoa, Arizona, California, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Idaho, Nevada, Oregon, Republic of the Marshall Islands, Republic of Palau, Washington

WESTERN REGIONAL RESOURCE CENTER (WRRC)
University of Oregon · Eugene, OR 97403-1268
Phone: (541) 346-5641 · TTY: (541) 346-0367
Fax: (541) 346-5639;
E-mail: DLS@oregon.uoregon.edu
Web site: http://interact.uoregon.edu/wrrc/wrrc.html

Regional Technology in Education Consortia

Funded through the Technology for Education Act of 1994, the Regional Technology in Education Consortia (RTEC) help states, local educational agencies, and other education entities integrate technologies into K-12 classrooms, library media centers, adult literacy centers, and other educational settings.

NORTH CENTRAL REGION
Illinois, Indiana, Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin

NORTH CENTRAL REGIONAL EDUCATIONAL LABORATORY
1900 Spring Road, Suite 300
Oak Brook, IL 60523
Phone: (630) 571-4700 · Fax: (630) 571-4716
E-mail: info@ncrel.org
Web site: http://www.ncrtec.org/

NORTHWEST REGION
Alaska, Idaho, Montana, Oregon, Washington, Wyoming

NORTHWEST EDUCATIONAL TECHNOLOGY CONSORTIUM
Northwest Regional Educational Laboratory
101 SW Main, Suite 500, Portland, OR 97204
Phone: (503) 275-0650 · Fax: (503) 275-0449
E-mail: netc@nwrel.org
Web site: http://www.netc.org/

SOUTH CENTRAL REGION
Kansas, Missouri, Nebraska, Oklahoma, Texas

SOUTH CENTRAL REGIONAL TECHNOLOGY IN EDUCATION CONSORTIUM
University of Kansas
2021 Dole Building, Lawrence, KS 66045
Phone: (913) 863-0699 or (888) TEC-2001
Fax: (913) 864-0704
E-mail: info@scrtec.org
Web site: http://scrtec.org

SOUTHWEST REGION
American Samoa, Arizona, California, Colorado, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Nevada, New Mexico, Republic of the Marshall Islands, Republic of Palau

PACIFIC-SOUTHWEST REGIONAL TECHNOLOGY IN EDUCATION CONSORTIUM
Center for Language Minority Education and Research
California State University, Long Beach
College of Education, 1250 Bellflower Blvd.
Long Beach, CA 90840-2201
Phone: (562) 985-5806 · Fax: (562) 985-4528
E-mail: clmer@csulb.edu
Web site: http://psrtec.clmer.csulb.edu

NORTHEAST REGION
Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont

NORTHEAST REGIONAL TECHNOLOGY IN EDUCATION CONSORTIUM
City University of New York
555 W. 57th Street, New York, NY 10019
Phone: (212) 541-0972 · Fax: (212) 541-0357
Web site: http://www.nettech.org/

SOUTHEAST REGION
Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, Virginia, Virgin Islands, West Virginia

SOUTHEASTERN AND ISLAND REGIONAL TECHNOLOGY IN EDUCATION CONSORTIUM (SEIR*TEC)
SERVE, Inc.
41 Marietta Street, Suite 1000, Atlanta, GA 30303
Phone: (800) 659-3204 or (404) 893-0100
Fax: (404) 577-7812
E-mail: seirtec@serve.org
Web site: http://www.serve.org/seir-tec

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National Center for Research in Vocational Education

Funded through the ED's Office of Vocational and Adult Education, the National Center for Research in Vocational Education (NCRVE) is the nation's largest center for research and development in work-related education. Headquartered at the University of Californai at Berkeley, NCRVE's mission is to "strengthen education to prepare all individuals for lasting and rewarding employment, and lifelong learning."

2030 Addison Street, Suite 500
Berkeley, CA 94720-1674
Phone: (510) 642-4004
Fax: (510) 642-2124
E-mail: askncrve@vocserve.berkeley.edu
Web site: http://ncrve.berkeley.edu

The National Early Childhood Technical Assistance System

(NEC*TAS) is a collaborative system funded through the Office of Special Education Programs (OSEP) of the U.S. Department of Education. NEC*TAS goals are to assist state agencies in developing and implementing comprehensive services for young children, birth through age 8, with special needs, and to assist projects in the Early Education Program for Children with Disabilities (EEPCD). NEC*TAS consists of the Coordinating Office and five collaborating organizations.

NEC*TAS
East Franklin Street
Chapel Hill, NC 27514
(919) 962-2001 · (919) 966-4041 (TDD)
Fax: (919) 966-7463
E-mail: nectas@unc.edu
Web site: http://www.nectas.unc.edu

Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915 · Fax: (617) 695-2939
E-mail: kidsinfo@fcsn.org
Web site: http://www.fcsn.org

Georgetown University Child Development Center
3307 M Street, NW, Suite 401
Washington, DC 20007
(202) 687-5000 · Fax: (202) 687- 8899
E-mail: gucdc@gunet.georgetown.edu

Hawaii University Affiliated Program
UNIVERSITY OF HAWAII AT MANOA
1776 University Avenue
Honolulu, HI 96822
(808) 956-6449 · Fax: (808) 956-4734

National Association of State Directors of Special Education (NASDSE)
1800 Diagonal Road, Suite 320
King Street Station 1, Alexandria, VA 22314
(703) 519-3800 · (703) 519-7008 (TDD)
Fax: (703) 519-3808
E-mail: nasde@nasde.org

ZERO TO THREE
NATIONAL CENTER FOR CLINICAL INFANT PROGRAMS (NCCIP)
734 15th Street, NW, Suite 1000
Washington, DC 20005
(202) 638-1144

ZERO TO THREE PUBLICATIONS
(800) 899-4301
(202) 638-0840
Fax: (202) 638-0851
E-mail: 0to3@zerotothree.org
Website: http://www.zerotothree.org

National Parent Information Network

The National Parent Information Network (NPIN) is sponsored by two ERIC clearinghouses: the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University, New York City; and the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois at Urbana-Champaign; all other ERIC system components are also contributors and participants. Many collaborating organizations provide information resources to NPIN and promote use of NPIN among their constituencies. The NPIN is an internet-based information network for parents and for organizations and individuals who support parents. Services include:

- Parent News—an award winning Internet resource, updated monthly, containing current articles, books, organization listings, community programming ideas, and interesting Web sites.
- Parents AskERIC—a question and answer service for parents, teachers, administrators, and parent education specialists.
- Parenting Discussion List—an informal list of parents and professionals who work with parents and discussion of current parenting issues.
- Resources for Parents, and for Those Who Work With Parents—includes a listing of current journals, articles and books on family life, child development, and parenting for parents of children from birth through early adolescence.

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
51 Gerty Drive, Champaign, IL 61820-7469
(800) 583-4135
E-mail: ericeece@uiuc.edu

ERIC Clearinghouse on Urban Education
TEACHERS COLLEGE, COLUMBIA UNIVERSITY
INSTITUTE FOR URBAN AND MINORITY EDUCATION
Main Hall, Room 303, Box 40
525 W. 120th Street, New York, NY 10027-6696
(800) 601-4868
E-mail: eric-cue@columbia.edu

National Research and Development Centers

To address nationally significant problems and issues in education, OERI, through its five National Institutes, supports university-based national educational research and development centers. The centers address specific topics such as early childhood development and education, student learning and achievement in English, cultural and linguistic diversity and second language learning, and postsecondary improvement. In addition, each center has collaborating partners, and many work with elementary and secondary schools. Centers may be contacted directly for a catalog of their publications and services.

Center for Research on Education, Diversity, and Excellence (CREDE)
University of California, Santa Cruz
1156 High Street, Santa Cruz, CA 95064
(408) 459-3500
Web site: http://www.crede.ucsc.edu

Center for Research on the Education of Students Placed At-Risk (CRESPAR)
Johns Hopkins University, CSOS
3003 North Charles Street, Suite 200
Baltimore, MD 21218
(410) 516-8800

Howard University
Holy Cross Hall, 2900 Van Ness Street, NW,
Room 427, Washington, DC 20008-1194
(202) 806-8484
Web site: http://crespar.law.howard.edu
OERI Contact: Oliver Moles (202) 219-2211

National Institute on the Education of At-Risk Students
CENTER FOR RESEARCH ON EVALUATION, STANDARDS, AND STUDENT TESTING (CRESST)
University of California, Los Angeles
GSE and IS Box 951522
Los Angeles, CA 90095-1522
(310) 206-1532
Web site: http://www.cse.ucla.edu

Center for the Improvement of Early Reading Achievement (CIERA)
University of Michigan
School of Education
610 E. University, Room 1600 SEB
Ann Arbor, MI 48109-1259
(734) 647-6940
Web site: http://www.ciera.org

Center for the Study of Teaching and Policy (CTP)

UNIVERSITY OF WASHINGTON
College of Education
Box 353600, Seattle, WA 98195
Phone: (206) 221-4114
E-mail: ctpmail@u.washington.edu

National Center for Early Development and Learning (NCEDL)

UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL
Frank Porter Graham
Child Development Center
CB #8180, Chapel Hill, NC 27599-8180
(919) 966-7168
Web site: http://www.fpg.unc.edu/~ncedl

National Center for Improving Student Learning and Achievement in Mathematics and Science

WISCONSIN CENTER FOR EDUCATION RESEARCH
School of Education
University of Wisconsin
1025 West Johnson Street, Madison, WI 53706
(608) 263-4285
Web Site: http://www.wcer.wisc.edu/NCISLA/

National Center for Postsecondary Improvement (NCPI)
CERAS 508, School of Education
520 Galvez Mall
Stanford University
Stanford, CA 94305-3084
(650) 723-7724
Web site: http://ncpi.stanford.edu

National Center for the Study of Adult Learning and Literacy (NCSALL)
Harvard Graduate School of Education
101 Nichols House, Appian Way
Cambridge, MA 02138
(617) 495-4843
Web site: http://hugse1.harvard.edu/~ncsall

National Center on Increasing the Effectiveness of State and Local Education Reform Efforts at CPRE

CONSORTIUM FOR POLICY RESEARCH IN EDUCATION (CPRE)
Graduate School of Education
University of Pennsylvania
3440 Market Street, Suite 560
Philadelphia, PA 19104-3325
(215) 573-0700
Web site: http://www.upenn.edu/gse/cpre

National Research & Development Center on English Learning & Achievement (CELA)

STATE UNIVERSITY OF NEW YORK AT ALBANY
Education B-9
1400 Washington Avenue, Albany, NY 12222
(518) 442-5026
Web site: http://cela.albany.edu

National Research Center on the Gifted and Talented (NRC/GT)
University of Connecticut
362 Fairfield Road U-7, Storrs, CT 06269-2007
(860) 486-4676
Web site:
http://www.gifted.uconn.eduResource V

Web Sites

The following Web sites[2] provide online access to useful educational information, research references, and other resources for schoolwide programs.

American Educational Research Association (AERA)
http://aera.net/
AERA is a prominent international professional organization with the primary goal of advancing educational research and its practical application. This Web site provides annual meeting programs, publications, and access to papers presented at AERA's meetings.

AskEric Home Page
http://ericir.syr.edu
This Web site provides access to the ERIC database, a conference calendar, and other information about the Educational Resources Information Center.

Association for Supervision and Curriculum Development (ASCD)
http://www.ascd.org/home.html
This Web site provides information about ASCD's numerous publications, professional development activities, and affiliates and networks.

B.E.S.T Education Search by Topic
http://www.education-world.com/
Search by keyword or by the Topic List, or browse the Awards for extensive reviews on current education sites.

Coalition of Essential Schools
http://www.ces.brown.edu
A wealth of information about the reform program founded by Ted Sizer and based at Brown Univerisity. Includes details about the Coalition's principles, projects, publications and membership. Also includes a link to the Web site of the Annenberg Institute for School Reform.

Council of the Great City Schools
http://www.cgcs.org
This Web site contains links and resources selected by this coalition of school districts in the 50 largest U.S. cities.

The Education Alliance
http://www.brown.edu/Research/The_Education_Alliance
This Brown University organization stresses the importance of language, culture, and diversity to the success of educational reform. The Education Alliance addresses the needs of diverse student populations in the public schools by offering a variety of educational resources.

Education Week on the Web
http://www.edweek.org
This is a comprehensive guide to education news nationwide. Includes a searchable index to past issues.

Educational Resources by State
http://www.ed.gov/programs.html#map
This page lists educational services and resources in individual states, organized into a clickable map of the United States.

[2] This list of Web sites was adapted from: *Schoolwide Reform: A New Outlook*, by WestEd, 1997, and Rethinking Schools Online, a resource of Rethinking Schools in Milwaukee, Wisconsin.

Eisenhower National Clearinghouse for Math & Science
http://www.enc.org/
This home page offers exemplary materials, teaching methods, and assessment resources on K-12 curriculum materials and programs in mathematics and science. The National Clearinghouse collaborates with existing regional and national networks and coordinates its activities and resources with the Eisenhower Regional Consortia for Mathematics and Science.

The Foundation Center's Home Page
http://fdncenter.org/
This Web site contains valuable information in the areas of private foundations, corporate grant makers, links to other philanthropic organizations, training and publications.

Global School Network
http://www.gsn.org
This Web site is packed with resources for the discriminating information consumer, especially teachers who want to use the Internet in their classrooms.

MiddleWeb
http://www.middleweb.com
Middleweb is a Web site dedicated to reform and innovation in middle schools, with an emphasis on urban issues. It contains lots of links to other online resources.

National Center for Research on Evaluation, Standards, and Student Testing
http://cresst96.cse.ucla.edu/index.htm
Supported by the U.S. Department of Education, the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) conducts research on important topics related to K-12 educational testing. The Web site contains many of its research reports and other implementation.

National Clearinghouse for Bilingual Education
http://www.ncbe.gwu.edu/
NCBE offers an array of services through the Web, including stories of successful language learning programs, subscription registration for the NCBE electronic newsletter, and discussion groups.

National Parent Information Network
http://ericps.ed.uiuc.edu/npin/abtnpin.html
NPIN provides information to parents and those who work with parents to foster the exchange of parenting materials. Materials included as full text on NPIN have been reviewed for reliability and usefulness.

The New York Times on the Web
http://www.nytimes.com
The *New York Times* presents a large selection of stories from today's paper, plus a more in-depth look at computer and Internet issues. Users need to register to search the database and other valuable features, but it's free.

OERI National Education Research and Development Centers
http://www.ncbe.gwu.edu/obemla/tan/r&d.html
Valuable information is available here on specific topics such as early childhood education, student achievement in core academic subjects, and teacher preparation and training. In addition, most of the centers focus on the education of disadvantaged children.

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

http://www.ncbe.gwu.edu/obemla/

This home page helps school districts meet their responsibility to provide equal education opportunity to limited English proficient children. It is organized around three regional clusters (Eastern, Midwestern, and Western) that are coordinated with the Comprehensive Center Network. Regional clusters contain all programs and projects for Parts A, B, and C of Title VII, and include program specialists with collective knowledge of all Title VII programs.

Pathways to School Improvement

http://www.ncrel.org/sdrs/pathways.htm

Pathways addresses critical issues identified by educators, researchers, and community leaders. National leaders in each area provide practical research based solutions to these issues. Contributors to Pathways come from America's leading educational research centers and universities. Pathways contains a variety of articles, graphics, movies, and sound files, as well as extensive links to other exemplary Internet resources for education.

PBS Online

http://www.pbs.org

This Web site provides information on PBS programs. It includes links to individual home pages established by many shows, such as Frontline and Nova.

Putnam Valley West School District

http://putwest.boces.org/Standards.html

Putnam Valley calls itself "a small community that roams through the hills of Putnam County from the Westchester County Line northwards." Its Web site offers an impressive collection of links and resources for teachers, including extensive information on standards.

Regional Educational Laboratories

http://www.nwrel.org/national/

This home page is the central organizer for the Internet-based Educational Research & Development network. The regional educational laboratories research education issues, produce publications, and provide training programs to teachers and administrators. The laboratories help to coordinate field-based services for ED-funded technical assistance providers.

Regional Technology in Education Consortia

http://busboy.sped.ukans.edu/~rtc/

This Web site was established to help states, local educational agencies, and other education entities successfully integrate technologies into K-12 classrooms, library media centers, and other educational settings, including adult literacy centers.

School-to-Work Internet Gateway

http://www.stw.ed.gov/

This Web site contains current school-to-work (STW) publications, resource bulletins, resource and research material, media announcements and information on STW practices across the country.

U.S. Department of Education Consumer Guides

http://www.ed.gov/pubs/OR/ConsumerGuides/

The Education CONSUMER GUIDES series is produced by ED's Office of Educational Research and Improvement (OERI). It is published for teachers, parents, and others interested in current education themes. Some examples include: cooperative learning, student portfolios, using the Internet, and explanations of effective programs like the Comer Model, Success for All Schools and Reading Recovery.

U.S. Department of Education Grants & Contracts Information
http://ocfo.ed.gov/
This Web site includes information on grant and other programs at ED, requesting applications, regulations for administering grant programs, and information for new grant seekers explaining the whats and hows of grants at ED.

U.S. Department of Education Secretary's Initiative on Family Involvement
http://www.ed.gov/Family/
The Partnership for Family Involvement in Education is a grassroots movement that encourages communities and individuals to rally around families and local schools in support of children's learning.

Vose School Education Resources Page
http://www.beavton.k12.or.us/vose/resources/starter.html
This page was created by a teacher to introduce students and teachers to the Internet. The Web site offers comprehensive listings of Internet resources in almost all instructional content areas.

Web66
http://web66.coled.umn.edu/
The Web66 project is designed to facilitate the introduction of the World Wide Web into K-12 schools. The goals of this project are to help K-12 educators learn how to set up their own Internet servers; to link K-12 WWW servers and the educators and students at those schools; and to help K-12 educators find and use appropriate resources on the Web.

Web Site Resources on Schoolwide Projects
http://www.wcer.wisc.edu/ccvi/Weblinks/Weblinks_Schoolwides.html
The Region VI Comprehensive Center Consortium lists several Web sites that focus on schoolwide projects. Highlighted resources include Reform Talk, an issues paper series on schoolwide projects by Center collaborator Kent Peterson; RMC Research Corporation's Effective Compensatory and Schoolwide Programs; NCREL's Schoolwide Restructuring Programs; and the U.S. Department of Education's Web site on Schoolwide Program Information.

Resource VI

SCHOOL REFORM NETWORKS AND ASSOCIATIONS[3]

School Reform Networks

This guide to some of the nation's most successful school-reform networks includes each organization's mission and scope as well as contact information. These networks focus on whole-school reform and can provide schoolwide planning teams and other school staff with useful information and research-based strategies. The list is not meant to be all-inclusive.

Accelerated Schools Project

This project offers a comprehensive approach to improve learning for children in at-risk situations. Accelerated schools are designed to bring all students into the educational mainstream in elementary school by providing the kinds of rich, challenging learning activities that usually have been reserved for gifted and talented students and to build on these gains at subsequent levels of schooling.

Contact: National Center for the Accelerated Schools Project, Stanford University, CERAS 109
Stanford, CA 94305-3084
(650) 725-1676; Web site: http://www-leland.stanford.edu/group/ASP

American Association of School Administrators Quality Network

Launched in 1991, the AASA Quality Network offers tools, resources, and support for school leaders involved in systemic reform and continual improvement of their districts, buildings, and classrooms.

Contact: AASA Quality Network, 4401 Sixth Street, SW, Cedar Rapids, IA 52404
(800) 603-5306; Fax: (319) 399-6457; Web site: http://www.aasa-tqn.org/aasa

American Federation of Teachers—Educational Research and Dissemination Program

The AFT's Educational Research & Dissemination (ER&D) Program is a research-based professional development program. It gives K-12 teachers and paraprofessionals access to research on teaching and learning in a form that is useful to them. The ER&D Program is based on a training-of-trainers model. In a training-of-trainers model, individuals participate in activities that prepare them to train others, who, in turn, train still others in a pyramiding effect.

Contact: American Federation of Teachers, Educational Issues Department
555 New Jersey Avenue, NW, Washington, DC 20001
(202) 879-4460; Web site: http://www.aft.org

Annenberg Institute for School Reform

The AISR at Brown University promotes and advocates the serious redesign of American schooling. Its fundamental goal is to assist in creating and sustaining excellent schools that—in collaboration with their communities—help all students reach high levels of learning. Believing that all students can and must be successful, the Institute is committed to developing and supporting reform strategies that intentionally include schools serving urban, minority, and low-income youth.

Contact: Annenberg Institute, Brown University, Box 1985, Providence, RI 02912, (401) 863-7990.
Web site: http://www.aisr.brown.edu

[3] Information about these networks and organizations was adapted from: (1) Education Week's 1998 Internet Web site: http://www.edweek.org; (2) U.S. Department of Education's 1994 publication, The ERIC Review, 3(2), 18-21; and (3) U.S. Department of Education's 1995 publication, The ERIC Review, 3(3), 20-23.

Association for Effective Schools Inc.

The association is a nonprofit corporation dedicated to helping schools and practitioners (K-12) build capacity to improve their educational system. It supports the More Effective Schools* (MES) process in districts by providing professional learning opportunities, research based resources, services, and networks. It also campaigns to increase the knowledge, understanding and practices of effective schools among all educators. (*The More Effective Schools process is validated by the U.S. Department of Education for improving achievement and sustaining results. The process is based on Effective Schools Research and the work of Ron Edmonds and Lawrence Lezotte.)

Contact: Association for Effective Schools Inc., 44 Sharptown Road, Stuyvesant, NY 12173; (518) 758-9828; Web site: http://www.mes.org

Center for Leadership in School Reform

The Center for Leadership in School Reform (CLSR) is a nonprofit corporation with headquarters in Louisville, Kentucky. CLSR's mission is to encourage and support the transformation of the existing system of rules, roles, and relationships that govern the way time, people, space, knowledge, and technology are used in schools. CLSR is grounded in the belief that restructuring is necessary so that schools are organized around students and the work students are expected to do, and so that families and communities provide children the support necessary to ensure student success.

Contact: Center for Leadership in School Reform, 950 Breckenridge Lane, Suite 200, Louisville, KY 40207; (502) 895-1942; Web site: http://www.clsr.org

Center for Research on the Context of Teaching

Analyzes how teaching and learning are shaped by their organizational, institutional, and social-cultural contexts, including school resources and policies, high school departments, subject cultures, and local professional communities. Also under study is the connection between teacher learning communities and education reforms. Center research integrates quantitative and qualitative methods: interviews; observations; site-based surveys; and analysis of national survey data.

Contact: Stanford University, School of Education, CERAS Building, 520 Galvez Mall, Stanford, CA 94305-3084; (650) 723-4972

Coalition of Essential Schools

The coalition is a network of high schools working to redesign their overall structure, curriculum, and assessment procedures to improve student learning and achievement. The reform effort is guided by nine "Common Principles" that grew out of A Study of High Schools, a five-year research project sponsored by the National Association of Secondary School Principals and the National Association of Independent Schools. The nine principles urge network schools to set clear and simple goals for the intellectual skills all students must master; reduce the teacher-student ratio; personalize teaching and curriculum; award diplomas based on students' demonstration of their knowledge and skills; create an atmosphere of trust and respect within the school community; and bring about these changes with no more than a 10 percent budget increase.

Contact: The Coalition of Essential Schools, Brown University, Box 1969, Providence, RI 02912 (401) 863-3384; Web site: http://www.ces.brown.edu

College Board—Equity 2000 Program

EQUITY 2000 is a research-based, field-developed districtwide K-12 reform initiative. The goal of the program is to close the college-going and success rate gap between minority and non-minority, advantaged and disadvantaged students, through a series of efforts, including the elimination of student tracking policies. By having districts set a 100 percent

enrollment goal in algebra I or higher for all ninth graders and a 100 percent enrollment goal in geometry or higher for all tenth graders, EQUITY 2000 aims to end the process by which at-risk students are "tracked" into watered-down courses that define their future before they can define it for themselves.

Contact: The College Board EQUITY 2000, 1233 20th St, NW, Suite 600, Washington, DC 20036 (202) 822-5930; Web site: http://www.collegeboard.org

Core Knowledge Foundation

Founded by E.D. Hirsch, Jr., the author of *Cultural Literacy: What Every American Needs to Know*, the Core Knowledge Foundation enables schools to achieve greater excellence and fairness by helping children establish strong, early foundations of knowledge. The foundation conducts research on curricula, offers model content guidelines, and develops resources based on those content guidelines, including the books in the Core Knowledge Resource Series. It also works with a growing network of schools by providing training, model lessons, guides to resources, and networking opportunities, including an annual national conference.

Contact: Core Knowledge Foundation, 801 East High Street, Charlottesville, VA 22902 (804) 977-7550; Web site: http://www.coreknowledge.org

Cross City Campaign

School reform leaders from Chicago, Denver, Los Angeles, New York, Philadelphia, and Seattle, all deeply involved in systematic reforms, created the Cross-City Campaign to support their local work. Other cities continue to join the campaign. The collective mission is dramatic improvement of public education so that all urban young people are well prepared for post-secondary education, work, and citizenship. The Cross City Campaign advocates policies and practices that support a radical transformation of schools with their communities and a complete rethinking of the role of school districts.

Contact: Cross City Campaign, 407 South Dearborn, Suite 1725, Chicago, IL 60605 (312) 322-4880

Developmental Studies Center

DSC is a nonprofit organization that conducts research and develops school-based programs that foster children's intellectual, ethical and social development. Its mission is to deepen children's commitment to being kind, helpful, responsible, and respectful of others—qualities that are essential to leading humane and productive lives in a democratic society. The center's work has taken many forms, including research into how children learn and develop; programs such as the Child Development Project, a comprehensive long-term collaboration with elementary schools; materials including books, curriculum resources and videos; and professional development services.

Contact: Developmental Studies Center, 2000 Embarcadero, Suite 305, Oakland, CA 94606-5300 (510) 533-0213, Fax: (510) 464-3670; Web site: http://www.devstu.org

Education Commission of the States

The Education Commission of the States (ECS) is a non-profit, nationwide organization of territories formed in 1965 to help governors, state legislators, state education officials and others develop policies to improve the quality of education. The ECS mission is to help leaders develop and carry out policies to improve student learning at all levels. For over 30 years, ECS has reached out to thousands of people in literally every state, role group, and major education organization, bringing together people with diverse perspectives to work with and learn from one another.

Contact: Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (303) 299-3600; Web site: http://www.ecs.org

Effective Schools Products Ltd.

This is a consulting, training, and publishing firm dedicated to advancing successful learning for all children based on effective schools research and practices.

Contact: Effective Schools Products Ltd., 2199 Jolly Road, Suite 160, Okemos, MI 48864
(517) 349-8841; Web site: http://www.effectiveschools.com

The Efficacy Institute Inc.

The Efficacy Institute, a not-for-profit training and consulting firm, has become a voice in the national dialogue over school reform. Its work is dedicated to the belief that intelligence can be developed. It is not something fixed at birth or by socio-economic or cultural factors. The Institute provide tools—a set of concrete approaches and strategies—to educators, parents, students and members of community-based organizations, to help all children develop into productive citizens for the 21st century. The objective of all Institute services is to get measurable improvement in student achievement.

Contact: The Efficacy Institute, 128 Spring Street, Lexington, MA 02173
(617) 862-4390, Fax: (617) 862-2580

Foxfire Fund Inc.

Foxfire works teacher-to-teacher to disseminate an active, academically sound, learner-centered approach to education. Through courses offered by the 20 national Foxfire teacher networks, it encourages and equips teachers to use this approach in their classrooms. Foxfire provides initial intensive training, coupled with follow-up support in the form of meetings and services offered locally and nationally.

Contact: Foxfire Fund, PO Box 541, Mountain City, GA 30562
(706) 746-5318; Web site: http://www.foxfire.org

The Galef Institute

The Galef Institute collaborates with teachers and administrators in the creation, testing, and implementation of interdisciplinary teaching and learning strategies that help children develop positive attitudes toward learning, school, and themselves. Primary focus has been on extensive field-testing and refinement of Different Ways of Knowing, a school-revitalization initiative that offers an integrated plan of three to five years of professional development, coaching, and team building, with a model curriculum for primary and elementary grades. The initiative has been successful in reaching a culturally and linguistically diverse student population. It assists in the thematic integration of social studies with literary, visual, media, and performing arts, math, and science; and promotes the active involvement of children in their learning.

Contact: The Galef Institute, 11050 Santa Monica Blvd, 3rd Floor, Los Angeles, CA 90025
(310) 479-8883; Fax: (310) 473-9720; Web site: http://www.dwoknet.galef.org

HOTS (Higher Order Thinking Skills)

The HOTS program is an award-winning thinking development program for Title I and learning-disabled students in grades 4-8. This research-based, 18-year-old program generally doubles and triples reading comprehension gains as compared to other approaches, while simultaneously substantially increasing grade point average, writing, IQ, novel problem solving, and metacognition. The program is highly creative, and combines the use of Mac or Windows computers with drama and Socratic dialogue. HOTS is a complete system with software, curriculum, training, and support. HOTS research was validated by the National Diffusion Network, and a number of HOTS sites have won national designation for having an exemplary Title I program.

Contact: Education Innovation, 2302 E. Speedway #114, Tucson, AZ 85719
(520) 795-2143 (voice); (520) 795-8837 (fax)
Web site: http://www.hots.org; E-mail: info@hots.org

Impact II

Impact II is a teachers' network that identifies and connects innovative teachers who exemplify professionalism and creativity within public school systems. It has established a confederation of sites that have adopted its grants and networking model to support local teachers. Impact II's areas of focus are curriculum, leadership, policy, and technology.

Contact: Impact II, 285 West Broadway, Suite 540, New York, NY 10013
(212) 966-5582; Web site: http://www.teachnet.org

League of Professional Schools

Operated by the Program for School Improvement at the University of Georgia's College of Education, the League forms networks of schools committed to addressing instructional and curricular issues in improving student learning through shared governance and action research. Democracy is its guiding principle for educating all students well. Governed by its member schools, the League facilitates schools' efforts by sponsoring quarterly meetings featuring successful practices of member schools, publishing a newsletter, providing schools with research on successful educational practices, and providing each school with on-site visits from league practitioners or staff members.

Contact: League of Professional Schools, University of Georgia, 124 Aderhold Hall,
Athens, GA 30602; (706) 542-2516

League of Schools Reaching Out

In 1990, the Institute for Responsive Education established the League of Schools Reaching Out, an international network of 90 schools invested in community-wide school reform initiatives. The League is committed to promoting the social and intellectual success of all students through family-school-community collaboration. Schools in the League are not only concerned with outreach to parents and community members, but are also committed to rethinking what takes place both within the classroom and in the community at large.

Contact: The League of Schools Reaching Out, Institute for Responsive Education,
50 Nightingale Hall, Northeastern University, Boston, MA 02115
(617) 373-2595; Web site: http://www.resp-ed.org

National Alliance for Restructuring Education

A program of the National Center on Education and the Economy, the alliance works with a partnership of states and large city school districts and organizations to totally restructure schools, school districts, and state education policy around high standards for student performance. From its inception, the alliance has believed that entire systems must change to routinely give birth to and nurture excellent schools.

Contact: National Alliance for Restructuring Education, 700 11th St, NW, Suite 750,
Washington, DC 20001; (202) 783-3668
Web site: http://www.ncee.org/ourprograms/narepage.html

National Center for Effective Schools Research and Development

Housed at Phi Delta Kappa International, the center is primarily a training organization for trainers and facilitators and school and district teams. The center has designed a professional development training program used in the effective-schools process. The center has carried out demonstration projects and reports its findings from applied research and practice in research letters and occasional papers.

Contact: Director, National Center for Effective Schools Research and Development,
Phi Delta Kappa International, 408 N. Union Street, Bloomington, IN 47401
(800) 766-1156

National Center for Restructuring Education, Schools, and Teaching
This membership organization is intended to connect individuals and organizations working to build learner-centered schools. It offers publications, conferences, workshops, and technical assistance. Linda Darling-Hammond, Gary Griffin, and Ann Lieberman are the codirectors. Write or call for membership information and a publications list.

Contact: NCREST, Box 110, Teachers College, Columbia University, 525 W. 120 Street, New York, NY 10027; (212) 678-3432; Web site: http://www.tc.columbia.edu/~ncrest

National Center on Educational Outcomes for Students with Disabilities
This research center sponsored by the U.S. Department of Education's Office of Special Education and Rehabilitative Services collects and evaluates information on how state assessments and national standards affect students with disabilities and studies how alternative testing accommodations and adaptations can be made for these students. The center also works to build consensus among state directors, educators, and parents on what education outcomes are of importance to all students.

Contact: National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455; (612) 626-1530.
Web site: http://www.coled.umn.edu/nceo

National Education Association—National Center for Innovation
Launched by the NEA, the center sponsors a number of programs to restructure and revitalize public education. The Teacher Education Initiative (TEI) is a collaborative partnership with colleges, universities, and schools to improve the quality of teacher preparation programs. The Learning Laboratories Initiative (LLI) is a national network of school districts committed to enhancing their capacity to support classroom and building level improvement. The Charter Schools Initiative (CSI) is a five-year research and development effort to explore charter schools' potential to improve student learning. The National Foundation for the Improvement of Education (NFIE) promotes excellence in teaching and learning by providing educators with opportunities to develop and test the solutions to the challenges facing American public education.

Contact: National Center for Innovation, National Education Association, 1201 16th St., NW, Suite 310, Washington, DC 20036; (202) 822-7350

National Network for Educational Renewal
This network is composed of school-university partnerships committed to the simultaneous renewal of schooling and the education of educators. John Goodlad and Roger Soder's Center for Educational Renewal serves as the hub of the network. Approximately 34 colleges and universities, over 100 school districts, and over 400 partner schools in 16 settings in 14 states are linked to the National Network for Educational Renewal. The network emphasizes forming partnerships, strengthening liberal arts and professional curricula, and developing a system of rewards and incentives for faculty members. Publications and resources are also available through the center.

Contact: Center for Educational Renewal, College of Education, Box 353600, University of Washington, Seattle, WA 98195-3600; (206) 543-6230

National Paideia Center
Founded at the University of North Carolina at Chapel Hill by Mortimer J. Adler, the center disseminates information, collects and publishes research, and trains educators in Paideia principles and methods. It focuses on helping communities create fully operational Paideia schools where all students are taught to learn in an active, challenging environment.

Contact: National Paideia Center, UNC-Chapel Hill, School of Education, Campus Box 8045, Chapel Hill, NC 27599-8045; (919) 962-7379; Web site: http://www.unc.edu/paideia/

National Urban Alliance for Effective Education

The Alliance is a nonprofit group that supports systemic changes in teaching and learning in urban and metropolitan school districts. It works to identify promising approaches to cognitive instruction and to help districts implement approaches to educational planning and service delivery that foster advanced learning for all students. A key factor in this effort is the design and delivery of appropriate professional development.

Contact: National Urban Alliance, Teachers College, Columbia University, Organization and Leadership, Box 149, New York, NY 10027; (800) NUA-4556

New American Schools

New American Schools (NAS) is a coalition of the nation's leading business people and educators committed to nationwide school reform. Since 1991, NAS has fostered the development and implementation of eight comprehensive designs, or blueprints, for world-class schools. Over the past five years, NAS has supported the creation and development of Design Teams, made up of educators, researchers, and other professionals, that provide hands-on assistance, support, and materials to help schools build the capacity to improve student achievement. The NAS strategy assists communities in four areas: establish supportive and assistance-oriented schools systems; develop school and teacher capacity to teach all children to high academic standards; spend resources wisely; and build substantial community support for education improvement.

Contact: New American Schools, 1000 Wilson Blvd, Suite 2710, Arlington, VA 22209z (703) 908-9500; Web site: http://www.naschools.org

New Standards

Jointly run by National Center on Education and the Economy and the Learning Research and Development Center at the University of Pittsburgh, this organization has developed high national academic standards and a system of performance assessment to measure student progress toward meeting those standards.

Contact: New Standards Project, NCEE, 700 11th Street, NW, Suite 750, Washington, DC 20001; (202) 783-3668; Web site: http://www.ncee.org/ourprograms/nspage.html

Project Zero

Project Zero consists of 14 research projects whose common goal is to develop new approaches to learning for the individual, group, and institution. The project conducts studies on such topics as how project-based curricula can enhance teaching for deep understanding; the implementation of portfolio assessment; and the identification and promotion of students' strengths to help enhance their performance in weaker curriculum areas. In schools, the project engenders continuing education workshops with teams of teachers who, in turn, facilitate staff development schoolwide. Project Zero hopes to effect reform on the district level through its participation in the Atlas Communities, one of nine design teams supported by New American Schools. It also helps organizations assess their educational effectiveness through a self-examination using "organizational portfolios."

Contact: Project Zero, Longfellow Hall, 3rd Floor, Harvard Graduate School of Education, Cambridge, MA 02138; (617) 495-4342; Web site: http://pzweb.harvard.edu

Quality Education for Minorities (QEM) Network

The QEM Network is a nonprofit group dedicated to improving education for members of minority groups. It serves as a national resource to help unite and strengthen educational restructuring efforts to benefit minority children, youth, and adults, while advancing minority participation and leadership in the national debate on how best to insure access to a quality education for all citizens. It seeks to put into practice the recommendations in the

QEM report, Education That Works: An Action Plan for the Education of Minorities, by working with minority and non-minority individuals, organizations, and government around the country.

Contact: QEM Network, 1818 N Street, NW, Suite 350, Washington, DC 20036
(202) 659-1818; Web site: http://qemnetwork.qem.org

Re:Learning

This partnership between the Education Commission of the States and the Coalition for Essential Schools is designed to improve student learning by redesigning states' education systems "from the schoolhouse to the statehouse." Re:Learning does not promote a specific model; instead, it provides a set of principles and processes for considering school and state reform. Participating schools agree to adopt the nine "Common Principles" developed by the Coalition of Essential Schools, while district and state leaders work on changes in administration, governance, and policy in order to stimulate and support school innovation.

Contact: Re:Learning, Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427; (303) 299-3600; Web site: http://www.ecs.org

School Development Program

The School Development Program (SDP) was founded by James P. Comer to use child-development and relationship theories and principles to improve the academic and psychosocial functioning of students in a significant number of schools. SDP also seeks to influence such institutions as schools of education, state departments of education, and federal agencies so that their policies and practices become child-centered.

Contact: School Development Program, Yale Child Study Center, 53 College Street,
New Haven, CT 06510; (203) 737-1020; Web site: http://info.med.yale.edu/comer

Success for All

A schoolwide program for students in grades pre-K to 5, Success for All organizes resources to insure that virtually every student will reach third grade with adequate reading skills and that no student will be allowed to "fall through the cracks." Components include: one-to-one tutoring for students who are failing to keep up with their classmates; research-based reading, writing and language arts instruction; preschool and kindergarten programs; cooperative learning; eight-week assessments to determine reading progress; and family support. Roots and Wings, a New American Schools program, adds math, science, and social studies to this practical constructivist approach. Research comparing SFA/R&W schools to control groups consistently finds positive effects on student achievement.

Contact: Success For All, Johns Hopkins University
3505 North Charles Street, Baltimore, MD 21218
(800) 548-4998, (410) 516-8896 in MD
Web site: http://successforall.com

Professional Associations

The following are among the subject-specific professional organizations open to teachers and other educators. Many have state affiliates or chapters. These organizations have also developed and disseminated standards for their academic field. Please contact them directly for information about dues, meetings, publications, and services, as well as for details about standards in each subject area.

American Alliance of Health, Physical Education, Recreation, and Dance
1900 Association Drive
Reston, VA 22091-1599
(703) 476-3475

American Council on the Teaching of Foreign Languages
6 Executive Plaza
Yonkers, NY 10701
(914) 963-8830

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
1-800-628-8508

Music Teachers National Association
The Carew Tower
441 Vine Street, Suite 505
Cincinnati, OH 45202-2814
(513) 421-1420

National Art Education Association
1916 Association Drive
Reston, VA 22091-1590
(703) 860-8000

National Association for Bilingual Education
1220 L Street, NW, Suite 605
Washington, DC 2005-4018
(202) 898-1829

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016-3167
(202) 966-7840

National Council of Teachers of English
1111 West Kenyon Road
Urbana, IL 61801
(217) 328-3870

National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 20191-1593
(703) 620-9840

National Science Teachers Association
1840 Wilson Blvd.
Arlington, VA 22201-3000

Teachers of English for Speakers of Other Languages
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751
(703) 836-0774

Resource VII

VIDEO LISTS

The following videos[4] offer practical strategies teachers and other school staff can use in the classroom. These strategies can promote effective teaching and learning to help all children achieve high standards.

Assessing the Whole Child

The National Center for Research on Evaluation, Standards, and Student Testing gives a first-hand view of how one teacher effectively implemented performance-based assessments in her third- and fourth-grade classroom.

Included with the video is a report that discusses what teachers need to implement performance assessments in their own classrooms.

Source: National Center for Research on Evaluation, Standards, and Student Testing
UCLA Graduate School of Education, 301 GSE and IS, Mailbox 951522
Los Angeles, CA 90095; (310) 206-1532, FAX: (310) 825-3883
Cite order no. V3, 18 minute videotape, 30-page guidebook, $15 prepaid

School Development Library: A First Grade Math Lesson With David Burchfield

A videotape produced by the North Central Regional Educational Laboratory tracks a teacher throughout the day as he strikes a balance between teacher-directed learning that is geared toward the general ability level of first-graders and student-directed learning that gives students the freedom to initiate, plan, and direct their own work so that they are uniquely challenged.

Source: North Central Regional Educational Laboratory
1900 Spring Road, Suite 300, Oak Brook, IL 60523
(800) 356-2735, FAX: (630) 571-4716
Cite order no. SDL-DB-95, 40-50 minute videotape and a 58-page guidebook, $49.95 prepaid

Effective Assessments: Making Use of Local Context

This video, produced by the Rural Schools Program at WestEd, offers practical strategies for creating culturally relevant student assessments. In a Navajo school district, for example, teachers modify a state math assessment task that calls for designing and costing out a tile floor, asking students instead to do the same for a Navajo rug.

The companion Guide to Developing Equitable Performance Assessments serves as a workshop guide for staff developers.

Source: WestEd / Publications, 730 Harrison Street, San Francisco, CA 94107-1242
Cite order no. VD-95-01, $10 prepaid

Effective Instruction: Linking Schools and Communities

This video, produced by the Rural Program at WestEd, looks at the way three schools work with parents and communities to ensure that learning grows from the culture, knowledge and skills of students.

Source: WestEd / Publications, 730 Harrison Street, San Francisco, CA 94107-1242
Cite order no. VD-95-02, 20 minute videotape, $15 prepaid

[4] Adapted from WestEd. (1997). Schoolwide reform: A new outlook. San Francisco: Author.

Enhancing Mathematics Teaching through Case Discussions

A real-life case discussion with teachers discussing children's thinking, mathematics, language issues, and teaching. The video models how case discussions can spark new ideas and challenge old beliefs, while simultaneously providing support and encouragement for participants to improve their teaching.

Source: WestEd / Math Case Methods Project, 500 12th Street, Suite 340, Oakland, CA 94607-4010; $10.00

For Our Students, For Ourselves: Learner-centered Principles in Practice

These two videos introduce the viewer to Learner-Centered Psychological Principles and their implications for educational practice in high schools. Viewers visit three high schools and observe students, teachers, and administrators using the Principles to guide their educational reform efforts. Learner-centered practices make learning personalized and relevant in a climate of personal consideration, mutual respect, and student responsibility. The three featured high schools include a small rural school, a school in a suburban setting, and an inner-city school with nearly 2,500 students.

Source: Forum on Education
Indiana University, Smith Research Center #103, 2805 East 10th Street,
Bloomington, IN 47408-2601
Two one-hour videotapes, and a 100 page facilitator's manual,
$399.00 plus shipping and handling

Learning with Technology: Merging onto the Information Highway

A videotape produced by the North Central Regional Educational Laboratory illustrates ways in which several schools and classrooms use the Internet. It also discusses how schools can establish an Internet educational program. Although intended for all educators, the program is geared especially for principals and other administrators.

Source: North Central Regional Educational Laboratory
1900 Spring Road, Suite 300, Oak Brook, IL 60523
(800) 356-2735, FAX: (630) 571-4716
Cite order no. MIH-V-GBK-95; one-hour videotape and 28-page viewer guide
$39.95 prepaid

Local Heroes: Bringing Telecommunications to Rural, Small Schools

Making interactive video and audio a reality in small, rural schools is the subject of this video and guidebook produced by the Southwest Educational Laboratory. The video recounts the experiences of six rural schools in the Southwestern United States that added vital courses to their curriculum through technology. The accompanying guidebook gives schools detailed directions for the formative, planning, and implementing stages for similar projects. The video and guidebook are also available in Spanish.

Source: Southwest Educational Development Laboratory
Attn: Publications, 211 E. Seventh Street, Austin, TX 78701-3281
Cite Order no. TEC-06-PSA; Video 29: 35 minutes; guidebook 92 pages
$23.00 plus $3.50 shipping, prepaid, call for shipping cost for multiple copy orders
TX residents add 8.25% tax unless exempt

Successful Schoolwide Programs

This series of three videos highlights five effective elementary schoolwide programs in California. The first video features Westmoreland and Blanch Charles Elementary Schools. The second video features Signal Hill and Longfellow Elementary Schools. The last video features Glassbrook Elementary School. Footage includes classroom activities, teacher and parent interactions, staff planning meetings, and interviews with administrators, teachers and parents.

Source: WestEd / Publications, 730 Harrison Street, San Francisco, CA 94107-1242
$8 each video, prepaid

What About Learning?

Based on learning principles developed by the American Psychological Association, this video shows that learning occurs most naturally when people have a personal need to know certain information; that people are naturally curious and enjoy learning unless the learning setting is punitive; and that personally relevant and meaningful learning tasks stimulate creativity and higher-order thinking processes.

A booklet accompanies the video and describes activities and questions viewers might discuss before and after watching. The booklet also contains general tips for organizing and leading a discussion and a sample press release and flier that facilitators may distribute to community members as they watch the video. The video is available in English and Spanish.

Source: Learning Innovations, a division of WestEd
91 Montvale Avenue, Stoneham, MA 02180; (800) 347-4200
Video is 26 minutes, booklet is 17 pages, $40 plus $5 shipping and handling, prepaid

Resource VIII

OVERVIEW OF KEY ESEA PROGRAMS[5]

Title I **Helping Disadvantaged Children Meet High Standards**

Part A **Improving Basic Programs Operated by Local Educational Agencies:**

Supports local educational agencies in improving teaching and learning to help low-achieving students in high-poverty schools meet the same challenging State content and performance standards that apply to all students. Promotes effective instructional strategies that increase the amount and quality of learning time for at-risk children and that deliver an enriched and accelerated curriculum. Also expands eligibility of schools for schoolwide programs that serve all children in high-poverty schools; encourages school-based planning; establishes accountability based on results; promotes effective parental participation; and supports coordination with health and social services.

Part B **Even Start Family Literacy:**

Improves the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.

Part C **Education of Migratory Children:**

Supports educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. Helps provide migratory children with the same opportunities as other children to meet challenging State content and performance standards. Targets efforts on the most mobile children, whose schooling is most likely to be disrupted.

Part D **Education of Neglected and Delinquent Youth:**

Extends educational services and learning time in State institutions and community-day programs for neglected or delinquent children and youth. Encourages

[5] From U.S. Department of Education. (1996, September). *Cross-cutting guidance for the Elementary and Secondary Education Act*. Washington, DC: Author.

smooth transitions to enable participants to continue schooling or enter the job market upon leaving the institution. Supports programs in which school districts collaborate with locally operated correctional facilities to prepare youth in these facilities for high school completion, training, and employment and to operate dropout prevention programs.

Title II **Dwight D. Eisenhower Professional Development**

Concentrates on upgrading the expertise of teachers and other school staff to enable them to teach all children to challenging State content standards. Supports sustained and intensive high-quality professional development, focused on achieving high performance standards in mathematics, science, and other core academic subjects.

Title III **Technology for Education**

Technology for Education of All Students: Creates a broad authority for challenge grants to develop and demonstrate technology to help all students meet challenging content standards, as well as for projects to design better technology-based learning tools and resources in the areas of literacy, English as a Second Language, and school-to-work transition.

Star Schools: Supports partnerships to provide distance learning services, equipment, and facilities and encourages national leadership activities.

Title IV **Safe and Drug-Free Schools and Communities**

Supports Goal Seven of the National Education Goals by encouraging comprehensive approaches to make schools and neighborhoods safe and drug-free. Provides funds to governors, State educational agencies (SEAs), LEAs, institutions of higher education, and nonprofit entities for a variety of drug and violence prevention programs.

Title V **Promoting Equity**

Magnet Schools Assistance: Promotes desegregation through magnet school programs that are part of an approved desegregation plan and that attract students from different social, economic, ethnic, and racial backgrounds with a distinctive curriculum.

Title VI **Innovative Education Program Strategies**

Provides broad support for activities that encourage school reform and educational innovation.

Title VII **Bilingual Education, Language Enhancement, and Language Acquisition Programs**

Bilingual Education: Helps ensure that limited-English-proficient children have the same opportunities to achieve the same high performance standards as all other children. Builds local capacity to provide high-quality bilingual programs.

Immigrant Education: Supports LEAs that have had recent, significant increases in immigrant student populations, emphasizing transition services and coordination of education for immigrants with regular educational services.

Foreign Language Assistance: Assists State or local educational agencies in carrying out innovative model programs that establish, improve, or expand foreign language studies for elementary and secondary school students.

Title VIII Impact Aid

Provides financial assistance to LEAs whose local revenues or enrollments are adversely affected by federal activities, including the federal acquisition of real property, or the enrollment of children who reside on tax-exempt federal property or reside with a parent employed on tax-exempt federal property.

Title IX Indian Education

Indian Education: Supports LEA efforts to meet the special educational and culturally related academic needs of American Indians and Alaska Natives, so that these children can achieve the same challenging State standards expected of all students.

Native Hawaiians: Supports supplemental educational programs to assist Native Hawaiians in reaching the National Education Goals.

Title X Programs of National Significance

Javits Gifted and Talented Education: Supports State and local efforts to improve the education of gifted and talented students.

Public Charter Schools: Provides seed money for the development and initial implementation of public charter schools, in order to demonstrate how increased flexibility within public school systems can produce better results for children.

Other Title X programs include the Fund for the Improvement of Education; Civics Education; Arts Education; and Inexpensive Book Distribution.

Title XI Coordinated Services

Allows LEAs, schools, and consortia of schools to use 5 percent or less of the funds they receive under ESEA to develop, implement, or expand coordinated services that increase children's and parents' access to social, health, and educational services.

Title XIII Support and Assistance Programs to Improve Education

Comprehensive Regional Assistance Centers: Builds a comprehensive, accessible network of 15 technical assistance centers that link schools, districts, States, and the U.S. Department of Education to improve access to and exchange of information and assistance about federal programs and school reform.

Title XIV General Provisions

Provides a general waiver authority for federal education programs to allow flexibility in return for clear accountability for improved student performance. Authorizes consolidated plans and consolidation of administrative funds. Establishes uniform provisions governing maintenance of effort and equitable participation of private school students and teachers. Requires States receiving ESEA funds to have a State law mandating expulsion of students who bring weapons to school. Permits LEAs, with State approval, to use unneeded funds under any ESEA program (other than Title I, Part A) for another ESEA program.

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